

FACULTY DEVELOPMENT AND CAMPUS INTERNATIONALIZATION:
A CASE STUDY

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FACULTY DEVELOPMENT AND CAMPUS INTERNATIONALIZATION: A CASE STUDY

An Abstract of a Dissertation by

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Few studies have measured the impact of a short-term faculty overseas teaching experience on the internationalization of their home campus, through teaching, research, and service. This case study filled that gap and contributed to the understanding of the impact of burgeoning educational exchanges between American and Chinese universities. The findings of this qualitative case study demonstrate a mixture of personal and professional motivations to participate in the Chinese Cultural Exchange Program between 2004 and 2008. Faculty who participated in CCEP contributed to campus internationalization in part by creating new courses, collecting data for research, adjusting teaching styles, working with international students and leading international programs and activities. In general, this study concluded that a short-term overseas teaching experience impacts on teaching, research, and service in the internationalizing a campus.

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Chapter 1

INTRODUCTION

This study explored the short-term overseas teaching experiences of 18 American faculty members in Chinese universities and the impact of these experiences on efforts to internationalize a Midwestern private university campus through changes in teaching, research, and service. Higher education institutions, like all complex communities, reflect the political, social, and cultural climate of a region and nation. Providing a high-quality education often refers to preparing students to live and work in a world that is characterized by growing multiculturalism and diminishing borders (Green, 2005a). The increasingly global economic and political integration has influenced higher education institutions to think and act beyond regional and national boundaries. Globalization of higher education promotes an open attitude, facilitates open-channel communication and understanding, and encourages people to broaden their knowledge and their experience (Bloom, 2004). This, in many ways, reflects the social demand for cross-cultural and international education.

The goal of liberal education is to develop the ideal of global citizenship (Nussbaum, 1996) and to create in students the deepest knowledge base and the highest degree of critical independence so that they can make socially responsible judgments as voters, parents, consumers, and professionals (Stoddard & Cornwell, 2003).

Globalization of higher education has become a prevailing trend in recent decades. As early as 1938, Dewey stressed the importance of the connection between experience and education, and he noted that the experience must be meaningful and reflective. Dewey saw international teaching a valuable experience and advocated that educators possess an open attitude toward international education (Keenan, 1977). More recently, Harari (1981) conceived of higher education as a place for students to understand other cultures by stepping out of their comfort zones and embracing strangeness. A decade later, Carter (1992) promoted the addition of global components to the curriculum in order to develop international education in the U.S. higher education system. Most recently, advocacy of global awareness and international perspectives has become a prominent aspect in American universities. An impetus for this included the tragedy in September 11, 2001, which prompted Americans to reshape their worldviews (U.S. Dept. of Defense, 2005).

While “institutions are increasing their study abroad offerings, still only a very small proportion of U.S. students study abroad” (Green, Luu, & Burris, 2008, p. xv). Thus, finding ways to bring international perspectives to U.S. students has become crucial. Renewed attention has been given to countries that once seemed distant and remote like the People’s Republic of China. This trend is evidenced by the increasing numbers of American students choosing China as a study abroad destination (McMurtrie, 2007). During the 1995-96 academic year, 1,396 Americans studied in China and 10 years later this number increased to 8,830, a 533% increase (Davis,

1997; Bhandari & Chow, 2007). Indeed, China's open door policy in the early 1980s and fast-growing economy has attracted unprecedented attention in recent years. This includes an interest in American higher education institutions (Li, 2005).

International education, as Fraser and Brickman (1968) observed, is a dynamic concept involving a journey or movement of people, minds, or ideas across political and cultural frontiers. According to Arum and Water (1992), international education refers to the multiple activities, programs, and services that fall within international studies, international educational exchange, and technical cooperation. Similarly, Green et al. (2008) defined international education as aiming to "help students understand other cultures and nations; communicate across borders; and acquire an understanding of the cultural, social, and political systems of other countries and regions, and the global forces that are shaping the world" (p. 95). There is an abundance of current research that shows the importance of internationalization through study abroad (Hinkelman, 2001; Dolby, 2004; Hadis, 2005; Stuart, 2007). A recent study further highlighted the lasting effects of short-term study abroad on students (Fischer, 2009).

While acknowledging the importance of international experience for students in increasing intercultural understanding and campus internationalization, the significance of faculty international development has not received the same scholarly attention. Green and Olson (2003) observe that faculty members have always been a leading force in the effort to promote and affect international education on campus. As faculty influence students and shape their worldviews both inside and outside of

the classroom (Green & Shoenberg, 2006), it is essential to turn increasing attention to faculty international development. As Knight (1994) noted, campus internationalization is a process that integrates international, or intercultural, dimensions into the teaching, research, and service functions of the institution. In fact, a study of 2,746 institutions by the American Council on Education found that the four leading indicators of campus internationalization are institutional support of internationalization, academic programs and extracurricular activities, faculty policies and opportunities, and the number of international students (Green et al., 2008). Since faculty play such a leading role in internationalizing campus, institutions must invest in professional international development by helping “faculty travel to teach, conduct research, and lead students on education abroad programs, as well as workshops to help faculty internationalize their courses” because these “can have a significant impact on internationalizing the curriculum” (Green et al., 2008, p. 17).

From the perspective of the American government, national security drives many international government programs created by the National Defence Education in order to promote education and training. These programs contribute to the ability of U.S. citizens and organizations to operate on the international stage and to improve the knowledge of the peoples and cultures of other countries (O’Connell, 2007). To meet these urgent practical needs, American higher education must take the lead in promoting international education and cross-cultural understanding in the long-term.

This study focused on a private, Midwestern American university with a total enrolment in 2008 of 5,668 students (3,516 of them undergraduates). In 2004, this

university created a cultural exchange program specifically aimed at broadening faculty and student exchanges in China. The duties of the Chinese Cultural Exchange Program (CCEP) included placing graduates in teaching positions in China, helping to build joint academic programs with Chinese colleges and universities, initiating and coordinating China-related activities on campus, receiving Chinese faculty and students, and arranging faculty members to teach in China for one to three weeks. Since 2004, 21 faculty members have participated in a short-term assignment (one to three weeks) to deliver lectures or conduct courses at host Chinese universities. CCEP is charged with creating opportunities for faculty to participate in international exchanges in the belief that returning to campus with a broader international perspective enriches their classroom teaching, research, and service and helps to infuse international perceptions throughout the campus.

Purpose

The purpose of this study is to explore the short-term overseas teaching experiences of 18 American faculty members in China and the impact of these on efforts to internationalize the campus through teaching, research, and service. International educational exchanges function as a bridge increasing understanding among peoples, building intercultural dialogue, and sharing exchange ideas and knowledge. In a broad sense, this study seeks to acknowledge the impact of educational exchanges between one American university and several Chinese higher educational institutions.

While the benefits of facilitating international exchange have received some scholarly recognition, little effort has been devoted to enhancing faculty international development (Harari, 1992; Green & Shoenberg, 2006). This research further demonstrates the importance of faculty international development on the incorporation of global learning and international culture into their scholarship and teaching. Yet few studies have measured the impact of faculty's international experience on campus internationalization, and when such research was conducted, it focused on a singular area such as personal or professional development (Gemignani, 2003; Garson, 2005) and rarely considered the impact of infusing faculty international teaching experiences on campus internationalization through changes in their teaching, research, and service. The purpose of this study is to fill this gap.

It is the researcher's hope that this study will help define the impact of short-term educational exchanges between American and Chinese universities, and thereby contribute to transforming attitudes towards international students on campus, advising of domestic students get involved in international programs, infusing international elements into faculty development by way of enhancements and emphasis in their teaching, research, and service.

Research Questions

The following questions were directed to the 18 faculty and guided this research:

- What motivated the faculty to participate in the university's CCEP program and to teach in China?
- What were the faculty perspectives of teaching in China?

- In what ways did their short-term teaching assignment at a Chinese university influence their teaching?
- In what ways did their short-term teaching assignment at a Chinese university influence their research?
- In what ways did their short-term teaching assignment at a Chinese university influence their service?
- In what ways did their subsequent activities in teaching, research, and service contribute to campus internationalization?

Significance

Ideally, this study will contribute to understanding how short-term faculty exchanges can infuse internationalization throughout campus both on the practical and theoretical levels. Research demonstrates that globalization has encouraged a significant number of institutions to reach out to different continents to create various trans-regional exchange programs (Denman, 2001; Mills, 2007; McCarthy, 2007). It is the researcher's belief that this study will assist institutions, particularly those that host foreign faculty and students, to better understand the impact and benefits gained from both participating in short-term international teaching exchanges and the subsequent degree of campus internationalization that results from those exchanges.

Overview of Methodology

This study utilizes a qualitative case study methodology that included face-to-face or phone interviews, and e-mail exchanges with the 18 faculty participants who completed a short-term teaching assignment in China. The dissertation is divided into

six chapters: introduction, literature review, case study program review-Chinese Cultural Exchange Program, methodology, interpretation and analysis of the findings, and conclusions and recommendations. Gillespie's (2001) *South-South Transfer-A Study of Sino-African Exchanges* provided a template in designing this research as well as the construction of the interview consent form used in this study.

Definitions of Terms

Globalization: A complex and multidimensional process, and an outcome of technological advances augmented by the natural curiosity of the human species, globalization is the flow of economy, knowledge, information, belief systems, peoples, ideas and values across borders (Kaplinsky, 2005).

Internationalization: A process that integrates an international or intercultural dimensions into the teaching, research, and service functions of the institution (Knight, 1994).

Infusion: The integration of internationalization not only across the curriculum, but also through the structures of the university (which include faculty and professional programs and offices) in order to create a campus culture capable of competently engaging the processes of globalization (Bao & Ferrara, 2009).

International Education: As a dynamic concept, international education involves a journey or movement of peoples, minds, or ideas across political and cultural borders and is reflected through multiple activities and programs related to international studies, research, teaching, and services (Fraser & Brickman, 1968; Arum & Water, 1992)

Experiential learning: Learners gain experience through experiential programs and reflection on that experience (Joplin, 1995).

Faculty Development: Faculty development includes professional development, instructional development, curriculum development, and any combination therein (McVey, 2002).

Teaching, Research, and Service: Teaching, research, and service refers to the central the expectations of the faculty according to the university handbook: teaching (conduct classes and related responsibilities such as grading and recording), advising (academic and student organizational activities), committee work (serve on university, college/school, and department standing committees), scholarly and creative activities (publication, presentation, or performance through research and grants), participation in professional and learned societies (attending professional meetings, presenting papers, participating on panels, and organizing and administering programs), and faculty development (participate in personal study by attending formal instruction, conferences, and conventions).

Limitations

No one study can formulate a definitively successful approach to internationalizing an academic institution (Sutter et al., 1992). This study is aimed at exploring how the faculty teaching on a short-term assignment in a higher education institution in China contributed to campus internationalization. The model for CCEP program in this study may not be completely replicable (although some of the practices may be adapted in other settings). Another limitation of this case study is

that it focused on just one country (China), and obviously what works in that country may not be directly applicable to other countries. Also faculty teaching in China for just two weeks may arguably not be enough time to significantly impact campus internationalization. This is an additional limitation of the study.

Interviews with the CCEP faculty participants were conducted within a fourteen-month period (between October 2007 and December 2008), and the interviewees participated in CCEP from May 2005 to June 2008. Therefore the reflection period on their China experience spans from six months to three and a half years. Those who participated in the first year (May-June, 2005) and the second year (May-June 2006) had a much longer time to integrate their experience into teaching, research, and community service. While having freshest memories, faculty members who made the most recent trips (in June 2008) to China to teach or lecture did not have an equal amount of time to integrate their China experience into practice, which is a limitation of this study.

At personal level, as the assistant director of the Chinese Cultural Exchange Program, the researcher coordinated these faculty development exchanges to China and made all of the detailed arrangements for each faculty member (though the researcher had resigned at position when the interviews occurred, as the participants were aware). While serving as the assistant director of the CCEP program may work to the researcher's benefit in understanding the background of participants and the program, and it may affect what the faculty may have said about their experience participating in CCEP.

Summary

A very limited amount of research has been conducted on faculty teaching assignments in China over short periods of time (in this case over one to three weeks). Taking a broader view of an exchange program that continued for four consecutive years, this study aims to measure the impact of faculty members teaching in China on the efforts to internationalize their home campus.

Chapter 2

LITERATURE REVIEW

This chapter presents a literature review focused on the benefits of teaching overseas on faculty development in the broader context of globalization, trends in campus internationalization at U.S. colleges and universities, as well as a historical and cultural background of Sino-U.S. exchanges. Beginning with a look at how globalization helped to shape international education within American higher education, this chapter then reports on models of campus internationalization from different periods of time to illustrate the historical trend toward campus internationalization during the last few decades. Next, it highlights the role, significance, and impact of faculty international teaching experience on campus internationalization through teaching, research, and service.

While significant attention has been paid to study and travel abroad programs designed for students, faculty members are increasingly encouraged to make an effort to study and teach overseas as more people realize the importance of faculty international experience on students and campus internationalization (Harari, 1992; Green et al., 2008). Although the increased number of foreign students and visitors on the American campus in recent years does contribute to the cross-cultural understanding, faculty members must receive direct knowledge through international exchanges in order to forge a better understanding and stronger support to increasing international education.

While the significant role of faculty international development on greater campus internationalization inevitably is promoted by economic globalization, this chapter will outline the challenges that higher education institutions must face in the process of infusing campus internationalization through faculty development.

Globalization and Higher Education Internationalization

With economic globalization driving internationalization in higher education in order to develop students' international awareness and knowledge, globalization can be seen as "a newer example of an ancient phenomenon" that results in "natural resources [moving] from and capital investment flows to underdeveloped parts of the world" (p. 42). As a result, "human and financial capital [moves] from and to imperial, industrial and financial centers of power" (Lee, 2007, p. 42). Globalization places a premium on education by emphasizing the importance of cross-national communication. It is generally agreed today that college students need to develop the knowledge and skills to deal with issues that go beyond their countries' borders and their everyday existence such as environmental degradation, international migration, and international security.

This situation echoes John Dewey's call for teachers to gain an understanding of other cultures through direct experience during his lectures in China between 1919 and 1921. Dewey expressed his hope to a mostly educator audience for a world prepared for international understanding and cooperation, because he believed that direct experience overseas can ideally result in an increase in the level of cultural exchange (Keenan, 1977). Educators in this century continue to hope for world

stability and greater peace through international exchanges. As Bu (2003) observes, education does “a far better service than guns and battleships in keeping a peaceful world” (p. 86).

Indeed, globalization has helped to bring nations (once hostile to each other) together via educational exchanges in hopes of the mutual advancement of their common interests (one example being China and the United States). By bringing nations together, cultural exchanges promote global understanding and responsible global citizenship. Today US higher education should help us imagine the realities of distant peoples and feel a stronger responsibility for those closest to us (Nussbaum, 1996). In response to the daily events in the world, “prominent individuals and organizations both in and out of academe insist that every citizen needs to understand the United State’s place in the world context” (Green & Shoenberg, 2006). Clearly, it has become critical to impart students and faculty alike with global attitudes, intercultural sensitivity, and knowledge about the problems of interdependence in order to succeed in the age of the globalization.

International Education and U.S. Higher Education

It is impossible to fully understand one’s own culture except by comparing it with at least one other culture (Harari, 1981). Indeed, the present conditions of human life on our planet have made it impossible to separate members of American society from the rest of the world (Stoddard & Cornwell, 2003). The issues of war and peace, food resources and population, energy, and quality of life no longer require

only the technical skills of a few members of each nation, but global literacy and awareness in a population around the world (Harari, 1981).

Current trends emphasize the need to transform American higher education institutions in order to prepare students for the increasingly global and interconnected world (Olson, 2006). However, despite the increasing calls for global awareness among students in higher education in the United States, Americans continue to be “known for their ignorance of geography, the history of those outside the West, foreign languages, and the events occurring in distant countries” (Stoddard & Cornwell, 2003). Even today, “with foreign enrolments under increasing pressure but with fewer faculty seriously engaged in cross-cultural research or other international collaborations, the co-called globalization of the American campus is more of a veneer than a reality” (Goodwin, 2007). This phenomenon is not surprising when we take a closer look at the general practices in the U.S. higher education in terms of promoting global awareness. The reality is that most universities and colleges in the U.S. either focus efforts to internationalize on a few limited majors in international fields of study (such as international relations, international business, and foreign languages) and thus affect only a small percentage of students, or on general education courses that can be large in size but make only superficial connections to international experience (Skidmore, Marston, & Olson, 2005).

In some cases, while opportunities for international learning do exist on many campuses, disseminating that information to students can be challenging as well (Green, 2005). This lack of international experience among a majority of U.S. college

students will remain a barrier in building a stronger sense of multiculturalism and diversity on campus because of the focus on selected courses or programs. Such a phenomenon becomes worrisome to international education advocates since internationalizing an institution requires commitment and consensus-building and concerns all parties on campus with a wide range of respective responsibilities and foci. It has become urgent for institutions to seek a variety of ways to provide international education to their students on campus (Fischer, 2008). Despite the existence of internationalization in certain disciplines (foreign languages, history, and international relations) that allows students to “function in an informed and thoughtful manner” (p. 1), more departments and majors need to integrate international content in their understanding of the interdependence of nations, and the clashes and mutual influences of cultures and world views (Green & Shoenberg, 2006).

Campus Internationalization

To provide high-quality education and to develop positive student attitudes toward international learning, U.S. higher education institutions must become highly active in international education and create an international campus-wide ethos. Research shows that students attending institutions with highly active international education programs generally have positive attitudes toward international learning and a greater desire to participate in study abroad programs (Green, 2005). Thus the process of internationalizing campus should focus on integrating an international or intercultural dimension into the teaching, research, and service functions of the institution.

Therefore, breaking traditional patterns and attitudes becomes an essential first step in internationalizing a campus. One must understand that internationalization creates win-win outcomes. To reach the goals of international education, a college or university must adapt an infusion model. Infusion is the integration of internationalization not only across the curriculum, but through the structures of the university (which include faculty and professional programs and offices) in order to create a campus culture capable of competently engaging the processes of globalization (Bao & Ferrara, 2009). The degree of campus internationalization achieved depends on the broadness of the infusion model adopted. The presence of an obviously positive institution-wide attitude toward the understanding of other cultures indicates one measure of campus internationalization. Therefore, international environments stimulate students' desire to understand the major issues confronting human beings and to learn how to cooperate with others across national and cultural boundaries (Harari, 1992).

Reviews of Studies and Reports on Campus Internationalization

A report by Harari (1981), focusing on internationalizing the curriculum and campus, has been a most useful tool to those who are concerned with international education, international exchanges, and educational cooperation with other countries (Harari, 1981). This report was based on a survey of 264 institutions, all AASCU members, and provided internationalization guidelines for members that include: examining its mission and responsibility in the international arena; planning and consensus-building involving the faculty and the campus leadership; increasing

faculty development efforts in the international arena and promotion of interdisciplinary studies in relation to international issues; implementing international dimensions into the curricula, including placing foreign languages in curriculum area studies; proceeding with a systematic inventory of the existing campus resources; encouraging faculty members to infuse their courses with non-western materials and address topical world issues; strengthening relationships in the local community; attracting grants and outside funding; and engaging cultural events involving foreign students. In this report, both internationalizing the curriculum and the campus largely involves the initiative and support of institutional leadership, a relatively centralized role for international programs offices, the critical element of faculty and student exchanges, and faculty international research.

Harari's report led the way for future international studies and program initiatives. With increasingly attention focused on campus internationalization, new studies followed. *Educating Americans for a World in Flux* by the American Council on Education (1995) formulated ten benchmarks for campus internationalization: requiring that all graduates demonstrate competence in at least one foreign language, encouraging an understanding of at least one other culture, increasing understanding of global systems, revamping curricula to reflect the need for international understanding, expanding international study and internship opportunities for all students, focusing on faculty development and rewards for international activities, examining the organizational needs of international education, building consortia to enhance capabilities, cooperating with institutions in other

countries, and working with local schools and communities. These concisely summarized ground rules can be adapted to measure the level of internationalization of universities.

In response to the need of campus internationalization in U.S. higher education, the American Council on Education conducted two studies aimed at measuring internationalization at liberal arts colleges (Green & Siaya, 2005) and comprehensive universities (Green, 2005) respectively. A liberal arts college is defined typically as a private and residential institution with enrolments of 1,000 to 1,500 that emphasizes teaching, close faculty contact, and small class sizes (Amey, 2002). They make up 15 percent of all higher education institutions and enrol almost 7 percent of students, while comprehensive universities make up almost 16 percent of all higher education institutions and enrol approximately 21 percent of students (Carnegie Foundation, 2000) in the United States. A total 188 comprehensive universities (52% public institutions and 48% private institutions) and 187 liberal arts colleges participated in this institutional survey. Because of the wide range of undergraduate and master programs offered by the comprehensive universities that prepare large numbers of U.S. students to become productive citizens, they also train the majority of teachers for primary and secondary schools. Therefore, “internationalization should be an integral part of the education offered by comprehensive universities” (Green, 2005, p.1). Both studies used six dimensions of the internationalization index: articulated commitment, academic offerings, organizational infrastructure, external funding, institutional investment in faculty, and

international students and student programs. A five-point scale (zero, low, medium, medium-high, and high) was used in measuring internationalization in each area. The findings show that only one percent of the 375 universities scored high in overall internationalization in both studies. In the academic offerings, only three percent scored high in comprehensive university research, and seven percent scored high in liberal college research. As for the institutional investment in faculty, one percent scored high among liberal arts colleges and five percent scored high among comprehensive universities.

Based on the above studies over a three-decade span, campus internationalization continues to be a challenging task faced by U.S. colleges and universities and doubtlessly more effort is required. The level of responsibility for campus internationalization is summarized in two fundamental tiers: the administration level (a central administration office and high-rank administrator with a designated responsibility for coordinating international programs) and the faculty level (which initiates international exchanges, and integrates international curriculum and international development interdisciplinarily). The ultimate goal of the efforts is clear: to increase students' global awareness and international knowledge through on and off campus activities and programs. While the guidelines and ground rules found in the above studies provide valuable resources for campus internationalization, individual institutions remain responsible for implementing individualized models since the approach to internationalization varies from campus to campus. For example, some institutions focus on the academic disciplines, international programs,

students, faculty, administration, increasing the number of international students on campus, or a combination of these elements. No matter the focus and initiative, campus internationalization is achieved when an international ethos is instituted throughout the campus where all personnel, students, staff, faculty, and administrators integrate internationalism into their daily practices and duties. In other words, only when the infusion model is adapted can campus internationalization be achieved.

Role of Faculty in Campus Internationalization

Ensuring that all students learn about other nations, cultures, and histories can be “a long-term process that requires the full engagement of a broad spectrum of faculty” (Green & Shoenberg, 2006, p.1). Faculty attitudes have a great influence on setting the spirit and tone of a college and university and their attitudes govern the quality of teaching (Vail, 1981). Therefore it becomes necessary to invest in international faculty development in order to foster a forward-looking attitude that leads the institution to educate students as global citizens. Reaching this goal requires breaking traditional ways of thinking since education is “a process of overcoming natural inclination and substituting in its place habits acquired under external pressure” (Dewey, 1938, p. 17).

Having many international students on a campus, or offering some courses on Asia, Latin America, or Africa in the curriculum, does not make the institution international. What makes a truly international institution is a composite of conditions, and it has internationally committed faculty who strive to internationalize its course

offerings (Harari, 1992). Irrespective of location, size, or budget, faculty competence and commitment greatly affect the degree of campus internationalization (Harari, 1981).

The critical role that faculty play, and their significance in campus internationalization, is supported by other research. The higher degree of substantial international experience and expertise of the faculty, the more successful campus internationalization can be (Sutter et al., 1992). In other words, participating institutions with less faculty support, and less experienced faculty, tended to have lower success rates of campus internationalization. Furthermore, while acknowledging the importance of the vigorous leadership of president, provost, and chief international educator in envisioning, financing, and steering internationalization, Green and Olson (2003) state that a core of committed faculty is essential to create and sustain that transformation, and only when substantial number of faculty members actively participate in internationalization, can the institution provide students with diverse international learning opportunities in a fully integrated educational process. It is faculty, Green and Olson (2003) continue, who internationalize the general education program, their academic disciplines and courses, encourage students to attend international events, support junior faculty, approve transfer credit from a study-abroad experiences, draft grant proposals, facilitate classroom interaction between international and domestic students, and generally shape an internationalized campus culture. Therefore, the institution's commitment to encouraging faculty to expand their international experience and

develop their international interests and capacities should be a central focus of any campus internationalization strategy.

Feinburg (1992) listed strategies for internationalizing campus initiated by faculty that include the development of a university international education mission statement; development of a computerized international program database for students, faculty, and visitors in order to identify and access specific international program on campus; creating faculty workshops on internationalizing the curriculum; conducting topical presentations and distinguished lectures; development of brochures targeted at undergraduate students; and awareness raising in general education and among faculty development committees. In addition to infusing an international or intercultural dimension into the teaching, learning, research, and service functions of higher education, Olson (2006) offers an internationalization strategy based on forming a project team. Olson finds it essential to form this team from faculty, administration and, depending on the institution, students. To make sure the team functions effectively, it must select the right chair. Olson advocates having a tenured faculty member serve as the chair instead of the international officer. Of course, the international project team must utilize the support of senior administrative leaders in order to maximize the team's impact on campus. Once the team is formed, the right tools must be utilized to clarify language and philosophy, determine the institution's vision of internationalization, provide support for the internationalization team, and create a communications and engagement plan.

In a recent study, Goodwin (2007) argues that American scholars should reach out to their colleagues in other countries and develop new emphases on internationalization of the academy since today's college graduates are required by circumstance to better understand the world. Many problems we are facing today within the United States are multinational and cross-cultural in their origin and solution. Many more challenges we are taking on now are borderless, such as war and peace, environmental degradation, AIDS, and the global economic crisis. Such issues cannot be resolved by relying on single force or nation but only through the allied forces of all peoples and nations. Moreover, Goodwin continues, despite the various occupations our college graduates choose (whether business, engineering, journalism, public services, or any others), these graduates will inevitably face in their life spans a host of people and cultures that are not American. The unfamiliarity of foreign cultures can cripple our graduates' ability to cope in both personal and professional life. It falls on faculty to deliver international knowledge, engage students in the classroom, and advise students to participate in international activities outside of the classroom as well. In fact, reality demands that faculty "press for the introduction of international material into the curricula" (Goodwin, 2007, p. 85). There is no doubt that students can increase their international understanding and knowledge through interaction with such faculty on a daily basis.

Moreover, in order for an American campus to internationalize itself, an institution should have well-traveled faculty and students who can move comfortably in other cultures (Goodwin, 2007). This point echoes Kelleher (1996) who believes

that the development of international education includes the hiring of international faculty, or faculty with international expertise, and re-educating existing faculty.

Evidence shows that having an international background is valued in employment and graduate school acceptance alike. To attract faculty with international backgrounds and encourage current faculty to seek out further international experiences, an institution must develop curricular materials and create an international campus environment with opportunities to study and teach abroad.

Internationalizing campus is a dynamic process and learning experience for all parties concerned. The knowledge gained in that process helps us identify and utilize the strengths of faculty in developing international education that helps students become responsible global citizens. Knowing that faculty play an important role in promoting the international competence of students, that the degree of broad-based faculty support in institutions is still low and resources and support for faculty's international education remain unattended to, it becomes essential to focus on professional development to expand international competence among the faculty (Carter, 1992). To do so, it should internationalize the discipline and curriculum (Green & Shoenberg, 2006), and better utilize faculty strengths in advancing campus internationalization strategies (Olson, 2006).

International Development of Faculty as Experiential Learning

According to John Dewey (1938), education must be based upon experience since that is the means of education. Many researchers extended their understanding of Dewey's educational philosophy, specifically in terms of experiment, purposeful

learning, and freedom. In Dewey's own words, "Education in order to accomplish its ends both for the individual learner and for society must be based upon experience-which is always the actual life-experience of some individual" (1938, p. 89).

For Dewey, the point is to intentionally use experience in its dynamic form and make that experience usable with the understanding that the goal of learning is to know about the world as we experience it (Crosby, 1995). Dewey's philosophy, Crosby continues, is the foundation of what most people call experiential education, and in this model the teacher helps to structure the student's experience. All learning can be said to be experiential, which means that whenever a person learns, he/she must experience the subject, interact with it, and form a personal relationship with it (Joplin, 1995). However, Joplin continues, experience alone does not make experiential education. Only when an experiential program provides an experience for the learner, and also facilitates reflection on that experience, can learning become experiential. According to John Dewey (1938), "the belief that all genuine education comes about through experience does not mean that all experiences are genuinely or equally educative. Experience and education cannot be directly equated to each other" (p. 25). Dewey's educational philosophy, as a coherent sensible pedagogical theory, is relevant today as it was in 1920 (Hunt, 1995), especially to the 21st century global age.

No doubt that campus internationalization relies greatly on faculty interest and commitment to incorporating international content into their courses and to developing new programs with an international focus. It is important to provide faculty

development opportunities to facilitate international teaching exchanges, travel, and cooperative international research projects that increase their own international experience and understanding (Feinburg, 1992). When it comes to developing students' international knowledge and skills, faculty members have to do it first (Kelleher, 1996). Faculty development here is meant to include professional, instructional, curriculum, or any combination therein (McVey 2002). Other strategies can be used to develop faculty international programs such as providing annual funds to support overseas travel, release time for international course curricula development, opportunities to interact and collaborate with visiting international scholars on campus, regularly scheduled workshops, colloquia, and seminar programs on international research. In addition, faculty development should place more emphasis on participation in Fulbright programs, and involve them in the design and implementation of study abroad and other international education programs (Carter, 1992).

In terms of curriculum design, while Harari (1981) calls for teachers and writers of textbooks to make a conscious effort to infuse non-western cultures as content in standard academic disciplines, he points out that the deciding factor is the teacher when it comes to choosing and introducing non-western materials to students. Similarly, Green (2005) stresses the curriculum is an important vehicle for international learning because faculty members are key to student international learning outcomes. The degree to which faculty encourage students to participate in international learning is often due to their own international interests and

experiences, or the difficulty they perceive in integrating their own knowledge and experience into pedagogy. Faculty development efforts can address both these challenges in student international learning and simultaneously facilitates faculty international maturation.

Interinstitutional exchanges across national borders become a distinguishing feature in faculty's international development. Goodwin (2007) predicts that the "interinstitutional exchange of students and faculty is bound to increase, with regular exposure to a foreign environment expected to be routine" (p. 85). Inter-institutional exchanges are a great way to build the international knowledge of faculty members and to enhance the international character of instruction and research. Moreover, faculty exchanges do affect the way faculty members view themselves and their institutions and can further foster in faculty a sense of pride in their work (Vail, 1981). Faculty who successfully participate in such an exchange program can also become ideal agents in sharing their international experience with colleagues in their discipline (Harari, 1992).

However, because of teaching schedules and other constraints, faculty sometimes are reluctant to take advantage of international faculty exchange opportunities (Carter, 1992; Goodwin, 2007). Other obstacles include the limitations of international education in most academic departments of the discipline-based American higher education system (other than few areas such as foreign languages and international relation studies) that often do not include an international perspective for their major degree candidates and where the importance of

international topics are downplayed (Green, 2005b). A challenge exists also in terms of faculty disinclination to consider international perspectives, faculty members focusing on covering a quantity of a subject but little on developing broad intellectual and conceptual skills, and faculty members working in disciplines with no intrinsically international nature who are often ill prepared to undertake necessary steps to reformulate their course and scholarship (Green & Shoenberg, 2006). Consequently, the marginalization of international education in these disciplines has resulted in limiting faculty teaching, research, and community service in international education.

Thus, stimulation and maintenance of such faculty involvement will require increased effort, incentives, study leaves, funding for international research and internationalization of the curriculum, other professional development opportunities in the area of international programs and activities (Feinburg, 1992), as well as transcending the disciplinary, and incentive-and-reward system (McCarthy, 2007).

Another means of contributing to overall faculty development by inducing broader and deeper involvement in the international arena is by deliberately recruiting and hiring new faculty and administrators with international experience and commitment. This often involves re-examining institutional policies related to hiring, tenure, and promotion in order to maintain and further enhance faculty capacity to contribute to campus internationalization (Carter, 1992). Green and Olson (2003) shows that faculty born in another country, or within a strong ethnic enclave within the U.S., are more likely to use their own cultural and linguistic heritage to fuel their personal and professional interests. Therefore, designing policy that favors

international education not only helps the institution internationalize itself in the long run, but also encourages other faculty to make the necessary moves to internationalize their courses and seek out international development. With the appropriate policy in place, the president, and the other institutional leaders, can encourage faculty international development, particularly for those faculty who may feel uninterested or those who may consider international learning irrelevant for students, personal knowledge, and expertise. Meanwhile, faculty members who are at colleges and in disciplines (such as political science, international relations, and foreign language) with a wide array of international opportunities should take advantage of them and taste the cultural and scholarly life of another country by visiting, publishing, and developing a coterie of colleagues abroad (Harari, 1992).

Interdisciplinarity has been shown to integrate international education into faculty development. As a recent trend, interdisciplinarity has brought much attention to improving faculty development and to broadening ways for faculty to think outside the box in order to gain international knowledge and experiences (Goodwin, 2007). Goodwin observes that the increasing division, subdivision, and sub-subdivision of scholarly inquiry in recent years has resulted in a rise in the number of interdisciplinary and international study programs over the last decade. In fact, Harari (1992) made the calls for infusing international content into disciplinary courses, and in interdisciplinary studies, more than a decade ago. Goodwin (2007) observes that major social movements have helped create the interdisciplinary phenomenon. September 11, 2001 forced U.S. colleges and universities to meet the demand for

courses in the histories, cultures, and languages of Middle Eastern countries, but with insufficient faculty expertise in these disciplines, curricular development has been largely interdisciplinary. Moreover, outside of academe, alumni, businesses, politicians, and mounting interest in a range of urgent public policy problems, from hardcore poverty to environmental degradation, have led to calls for multidisciplinary approaches as well.

This call for more interdisciplinary studies has helped break the centralization of American higher education and contributed to faculty internationalization. However, to turn internationalization into best practice, each university must analyze its own circumstances and adapt a suitable model that accounts for with its own unique features to create faculty development opportunities in international education. In order to utilize faculty strengths, institutions must focus on designing favourable policies and creating opportunities to demolish barriers in order to maximize the capacity for faculty internationalization. Meanwhile, individual faculty themselves must seek internal opportunities through funding and exchange programs in the discipline, department, institution, as well as seeking external sources of support through programs and organizations such as Fulbright, the College Consortium of International Studies (CCIS), and the Council on International Educational Exchange (CIEE) for faculty development opportunities. Only with the efforts of individual faculty, a welcoming campus environment, and a favourable international policy, can faculty fulfill their international potential and contribute fully to the infusion of internationalization across campus.

Impact of Faculty Internationalization on Campus

At this point, it is clear that faculty efforts in their individual courses, in interdisciplinary teaching and research, and in impacting the overall curriculum, will internationalize a campus (Harari, 1981). Indeed, often the level of effort faculty give to implementing international education extends beyond departmental responsibilities and contractual obligation (Carter, 1992), yet the contributions of faculty to international education are rarely recognized or rewarded. The cornerstone of international education in the U.S. campuses, faculty design and direct international programs; develop and teach curricular international studies, area studies and comparative studies; and advise and counsel their students in developing international careers. In short, faculty serve in all capacities of the implementers of international awareness and competence (Carter, 1992).

Not surprisingly, research shows that some of the most prominent aspects of the internationalization of the university can be found in the classroom (Feinberg, 1992). Faculty can choose to use international reading materials, discuss their own international experiences in class, and relate course materials to larger global issues and events. The contribution of faculty to campus internationalization can be categorized into the following areas: teaching, research, and community/public service. Teaching includes curriculum design, classroom structure, and student advising. As noted earlier, every college student should gain skills in understanding cross cultural differences, and the accomplishment of this goal is directly correlated to the development and teaching of the curricula (Carter, 1992). The curriculum is the

most important vehicle for international learning among students (Green, 2005), and faculty are the key to curricular change (Sutter et al., 1992). By integrating international modules and components into their course materials (Carter, 1992), faculty influence students' desire to participate in international activities.

However, instead of simply limiting internationalization of curriculum to only textbook selections, it should be linked to the overall reform of higher education, including the design and implementation of study abroad programs. Faculty should also be involved with study abroad and hosting international visitors to campus. These visitors can be international students and scholars, visiting business persons, diplomats, or artists. The rich mosaic of traditions that such international visitors represent can contribute much to the academic life and international ethos of an institution as a whole (Harari, 1992). Moreover, research shows that faculty at highly active international campuses are more likely encourage students to participate in international opportunities (Green, 2005). The international experience of faculty makes an impact on course content and increases interactions with students as well (McVey, 2002). In fostering international learning among students, faculty play a keynote in the content and pedagogy of their courses, and also through their advising role.

Besides teaching and advising, faculty also gain international understanding, and contribute to campus internationalization, through research. Green and Olson (2003) highlight the importance of faculty members keeping updated in their field and relating their newfound knowledge to students. Keeping current in one's field, as

Green and Olson point out, means faculty are knowledgeable about scholarship from other countries. This knowledge presents faculty with diverse theories, research approaches, and cultural perspectives. Even if the information and knowledge may be controversial or conflicting, it provides different perspectives. For faculty who teach in business and international relations, such knowledge can be critical and highly practical. Research based in a larger global context provides faculty with a much broader reference and perspective, and it further guides curriculum design that integrates international components. When faculty integrate intercultural materials into their teaching and learning practices, the educational experience becomes more vibrant and relevant for an increasingly diverse student body (Green & Olson, 2003).

A scholar can also benefit from the rich intellectual life of many nations (Goodwin, 2007). Conducting research across countries, and collaborating with foreign faculty, brings new ideas, new ways of thinking, new experiences, and the sharing of insights with their colleagues, and results in encouragement to participate in enhanced international awareness among faculty (Carter, 1992). As noted above, in terms of faculty development, exchange programs are a central method for them to gain international education for their teaching, research, study, and consulting (Harari, 1981).

In addition, the stimulus of interaction with colleagues abroad, as well as institutional gratitude for community services, may be significant (Harari, 1981). The knowledge faculty gain through international exchanges brings broader perspectives to their teaching and research further stimulates a campus community, and thus

these attitudes can be extended to the local community. On campus, the international perspectives faculty bring to committees can further influence the institution's policies concerning new faculty hires, curriculum design, and initiating international programs that can directly affect students' participation in international activities (Carter, 1992), and help to set the tone of institutional internationalization. When faculty provide service to the community, regardless of their field, their international experiences can influence the local population and the local government. Such faculty provide intellectual and economic stimulus to the local community, and shorten the gap between the academy and its locality. It is natural for these faculty to seek connections with local ethnic groups after they have initial international contact, such as visiting or teaching in the country where these ethnic groups are from. In return, the institution as a whole can benefit from internationally-minded community members and, one hopes, favorable local government policy. All of these factors help students to grow and develop as global citizens in a larger international context.

Summary

As this chapter shows, globalization helped to shape internationalism in American higher education, which has become a trend. In order to prepare students to be competitive in an increasingly interconnected world, campus internationalization becomes necessary. Although the way each institution internationalizes its campus varies, the infusion model utilizes the strengths of all forces (faculty, staff, and international offices) and can help institutions to reach a full level of campus internationalization. Since faculty play a critical role in the process of

internationalizing campus, investment in faculty development through international and interdisciplinary collaborations become essential.

Chapter 3

CHINESE CULTURAL EXCHANGE PROGRAM

International exchanges do not exist by accident, they are the complex reflections of cross-cultural, societal, and global development. The creation of the Chinese Cultural Exchange Program at this Midwestern university is no exception. Beginning by tracing earlier historical academic exchanges between the United States and China, and then moving on to the most recent political and educational exchanges, this chapter presents a panorama of the creation of CCEP in its broader historical and cultural context.

Creation of CCEP

The Chinese Cultural Exchange Program was a response to broader trends in the international political and cultural climate. In fact, exchange programs between China and the United States can be traced back to the 19th century, when 120 Chinese boys (divided into four groups) were selected and sent to the United States by the Qing dynasty (1644-1911) government between 1871 and 1875 (He, 1991). Despite this early and hopeful start, a systematic observational exchange between the two countries did not occur until the last three decades. After 1949, when the communist party took power in China, all foreigners except a very few communist sympathizers were gradually driven out. This situation continued until the end of the Cultural Revolution in 1976. During the Cultural Revolution, most of the primary, secondary, and tertiary schools were shut down and the country was in chaos. China isolated itself from the rest of the world, particularly from the democratic and capitalist

West. The educational and scientific exchanges between China and the United States was interrupted for over two decades (Lampton, Madancy, & Williams, 1986). This icy relationship between China and the United States was thawed when President Richard Nixon visited China in 1972 at the height of the Cultural Revolution (1966-1976). Four years later, Deng Xiaoping took the helm and opened China's doors to the outside world. Since then, China has been in political and economic ascendance and has assumed a much more permanent place on the international stage by adapting its foreign policy to meet its internationalization needs (Deng, 2005).

Westerners who longed for many years to enter China to study finally had an opportunity to do so beginning in the late 1970s. Astoundingly, by 2002, China had hosted approximately 350,000 foreign students and planned to host 120,000 foreign students annually by 2007 (Li, 2005). Likewise, Deng Xiaoping's decision to send Chinese students to the United States in 1978 began a tidal wave of cross-cultural education. Between 1978 and 2003, a total of 700,200 Chinese citizens travelled abroad to study, with a large percentage studying in the United States. By the turn of the 21st century, the United States became the number one choice for Chinese students (along with other Asian students) (Hawkins & Cummings, 2000). In 2003 alone, together with Taiwan, China sent total of 92,774 students to the United States (mainland China 64,757 and 28,017 from Taiwan), the largest number of students and scholars from a single country in 2003 (Chin, 2003). In fact, the United States

continues to receive the largest number of international students and visiting scholars, even with the decline caused by the tragedy of September 11 (Li, 2005).

Of course, such a phenomenon could never have occurred without the effort of the U.S. government and advocates for international exchanges in the United States such as Senator Fulbright. In their eyes, international educational exchanges are the most effective way to increase mutual understanding between peoples and cross cultures. As Senator Fulbright (1967) declared: "Perhaps the greatest power of educational exchange is the power to convert nations into peoples and to translate ideologies into human aspirations" (p. 19). Through a series of Acts (the original Fulbright Act, the subsequent Smith-Mundt Act of 1948, and the Fulbright-Hays Act of 1961), international exchange has become established in all fields of education and has brought significant new discussions to the relations of the United States with other countries (Michie, 1967).

In light of both the U.S. and China's enthusiasm for internationalization in higher education, the first educational exchanges between this Midwestern American university and Hebei province began in 1980s but ceased soon thereafter (due to immigration violations by visiting Chinese scholars). In 2003, when a new delegation from the university visited Hebei led by the president and provost, it toured schools and universities in Shijiazhuang, the capital city of Hebei province, and renewed its relationships with determination (only later pursuing exchange programs with universities in other parts of China). It was the dramatic development of China both politically and economically that immediately caught the attention of the provost who

sensed that something needed to be done between the university and China. The Chinese Cultural Exchange Program was established in 2004 following two trips to Hebei province (which surrounds Beijing) made with the assistance of the sister state organization.

Soon after the March 2004 trip, CCEP began recruiting seniors for teaching positions at partner institutions in China. The result was that nine graduates taught English as a second language in Shijiazhuang (from the preschool to college levels) during the 2004-2005 academic year. A completed bachelor's degree is required for teaching positions in China, which is why CCEP worked with graduating seniors. Within days of the nine graduates landing in China, however, the administrator first charged with overseeing the program left the university for another position. A new program administration was formed consisting of a visiting assistant professor in world literature who worked half-time on the China program, and a part-time assistant director. At this time, the Chinese cultural Exchange Program (CCEP) was officially established (in September 2004). With five years of overseas teaching experience in three countries (China, Korea, and Turkey), the new director of CCEP developed and expanded the program with the assistance of the native Chinese speaking assistant director.

Under the leadership of the new administrative team, CCEP not only survived its first year, but also recruited a record of 20 graduate participants and placed them in teaching positions in three Chinese cities during the following academic year. To date, CCEP has placed 81 graduates to China. In addition, 21 faculty members (2 of

them participating twice) delivered credit courses or a series of lectures for 1-3 weeks between May and June in total of six cities in China. CCEP also received 11 visiting scholars and 6 exchange students from partner institutions in China and regularly hosted delegations from Chinese institutions and government offices. The success of CCEP did not go unnoticed by the peer institutions. CCEP was made an ANACSA (Associated New American Colleges Study Away) Featured Program for the 2007-2008 academic year. As a result, CCEP will accept two graduates from ANACSA institutions each year to teach in China along with the graduates from the university.

A pivotal dimension of the CCEP graduate program is the preparation of participants to live in China and to be successful teachers in the Chinese classroom. To this end, CCEP holds a two-week (40 hour) intensive training aimed at making graduates culturally literate and familiar with ESL pedagogy before arriving in China. The expectation is that graduates will use the intensive training as a springboard to further self-directed preparation over the course of the summer. For faculty members, two informal training sessions are held in addition to individual meetings and e-mail correspondents.

CCEP in the Infusion Model of Campus Internationalization

As Harari (1992) points out, successfully internationalizing an institution depends upon several important factors such as leadership, resources (funding and release time), supporting structures (faculty, staff, curriculum), partnerships in and outside the country, and the university mission. The absence of any of these factors can potentially hinder the progress of campus internationalization, “even the smallest

campuses suffer from inadequate communication and fragmentation among related efforts” (Green & Olson, 2003, p. ix). Understanding what it takes to internationalize campus, the university has adapted an infusion model.

An infusion model of internationalization in higher education engages all levels of personnel in the institution (administrators, faculty and staff, as well as students). At the university, the guiding belief is that the infusion model is the most promising approach to achieving broad, yet meaningful, levels of internationalization throughout the institution (Skidmore, et al., 2005). Only when the campus plays host to vibrant multi-cultural perspectives can the majority of students connect personal experience with international issues and build the strong global awareness that facilitates responsible and globally competent citizens. In terms of this Midwestern masters granting institution, this not only meant the addition of multicultural course requirements, but the integration of the efforts of several offices and programs (for instance study abroad, international admissions, the Center for Global Citizenship, the Chinese Cultural Exchange Program, international student associations, and members of the community) to facilitate a self-sustaining culture of internationalization on campus among faculty, students, and staff.

In addition to international and multicultural course offerings and a variety of international student organizations, there are other international programs and centers accessible to faculty, staff, students, and the community at large. They include the Center for Global Citizenship, which focuses on campus programming, faculty development, curriculum development, student involvement, and community

outreach (Skidmore, et al., 2005). Besides offering many European languages, the University Language Acquisition Program (DULAP) provides courses in four non-European languages: Chinese, Japanese, Arabic, and Hindi. At DULAP, which is loosely based on communicative theories of language acquisition, students practice the target language with a native speaking language partners. International Programs and Services also provides guidance to all international students and facilitates the development of international exchange programs with other nations. The Chinese Cultural Exchange Program (CCEP), as noted earlier, provides faculty development opportunities, places graduates in teaching positions at secondary schools and universities in China, and organizes China related activities on campus that are open to the community. In addition to these offices and departments, individual faculty are encouraged to initiate and lead international learning activities within interdisciplinary studies. These moves toward internationalization by a small private college in the mid-west reflect broader trends in higher education in the United States, as was noted above.

Today, it is difficult to find a college or university that is not making some effort to internationalize (Green & Shoenberg, 2006), however while many institutions offering a diverse mix of international learning opportunities, few do so with much intentionality (Green & Olson, 2003). Building a successful international program requires an assessment of existing efforts and capacity, its strengths and weakness, personnel consensus-building, and visionary planning (Harari, 1992). The creation of Chinese Cultural Exchange Programs (CCEP), the most recently established

international program at the university (dating from 2004), coincided with a clear intention and specific goals to achieve. CCEP was designated solely to build academic relationships with a single country. As such, CCEP helps to fulfill its stated aim of providing “an exceptional learning environment that prepares students for meaningful personal lives, professional accomplishments, and responsible global citizenship.”

As a component of the infusion model, CCEP facilitates the exchange of faculty, students, and graduates between the university and educational institutions in China. The university now works with more than 10 institutions in China. Faculty members who participate in CCEP are encouraged to use innovative pedagogy that incorporates experiential learning in an effort to internationalize the university curricula. Since the vast majority of U.S. students do not study abroad (Green & Shoenberg, 2006), CCEP provides an avenue of experiential learning to the graduates who teach in China for one academic year, as well as opportunities for Chinese students and visiting scholars to study at the university.

In terms of structure, a successful international program not only requires a center, and designated individuals with the necessary status and resources, but it also has top administrators able to lead, monitor, and evaluate progress (Kelleher, 1996). Fortunately, CCEP received full support from the university leaders, which put CCEP in the very unique position as the only international program directly under the supervision of the provost. Research also shows that supervisors’ awareness of the cultural and attitudinal differences, and in possession of skills for dealing with

difficulties encountered, are important factors in the success of international programs (McClure, 2007). The structure and position of CCEP allows it to maximize its function to serve a large audience on campus and help to coordinate international initiatives. Since the university does not mandate students to study abroad, and with the limited international exposure for these students, CCEP provides learning and working opportunities in China for seniors.

Moreover, since China has such a different culture and most students and faculty have had very limited contact with Chinese culture, ensuring the success of CCEP requires the oversight of a high-ranking administrator who has the power to make decisions and provide immediate assistance when needed (from the selection of right personal to manage the program, securing proper funding, promoting the program), as well as engaging all departments and individuals on campus (particularly those who hold a distant attitude toward international education).

CCEP's recruitment of faculty for short-term teaching and lecturing started in May and June 2005. During the last four years, CCEP boasts faculty participants from each of five colleges and the library at the university. Faculty members also helped with the recruitment of seniors for the graduate teaching program and assisted in the building of joint programs. In fact, as a faculty member himself and with teaching experience in China, the former director of CCEP was able to generate interest in China among his colleagues as well as the students. CCEP actively dialogued with academic departments, participated in staff development and student

activities, and bridged cultural understanding between the university and the local community.

There is no doubt that it was through the united efforts of administration, faculty, staff, students, and the community that CCEP came to play such an important role in infusing internationalization across the university. It is also clear that a commitment from the university leadership helped to develop a consensus that allowed the faculty and the administration to work together for common objectives (Harari, 1992). Even more so, it was the dedication of faculty participants that helped CCEP grow and contribute to greater campus internationalization.

CCEP Faculty Development

Following in the footsteps of John Dewey, 21 university faculty members from different disciplines travelled to the Far East and delivered lectures on various subjects at nine universities in six cities in China between May 2005 and June 2008. Psychologically, these faculty members likely went through the same stages as John Dewey, who acknowledged the importance of Americans visiting China. When Dewey arrived in China right after his sojourn in Japan, he remarked, "Every American who goes to Japan ought also to visit China-if only to complete his education. To the outward eye roaming in search of the romantic and picturesque, China is likely to prove a disappointment, but to the eye of the mind, it presents the most enthralling drama" (Wang, 2007). Although it is nearly 90 years later, the faculty members who participated in CCEP have something in common with John Dewey's visit to China: interest in the dramatic social changes in China, as well as the excitement and

frustration of living in a developing country. The difference between them is that Dewey witnessed China changing from an imperial country into a republican one. He witnessed the May Fourth movement (the student demonstration against Western and Japanese imperialism and government corruption) and a military conflict among China and foreign countries.

While these faculty participants witnessed a militarily stable country, they shared a sense of amazement at the dramatic economic changes and adoption of western ideals. Their enthusiastic and the energetic attitude for change remained the same. Columbia University facilitated Dewey's visit, (Wang, 2007), and their institution likewise supported these CCEP faculty participants.

Funding six faculty members each year to teach in China was unprecedented in the history of this university. Research has long called for increasing the international education of faculty, since the international movement of professors is an area of unfulfilled potential (Harari, 1992). Harari believes that each institution of higher learning should aim at having ten percent or more of its faculty abroad teaching, researching, or doing long term consulting assignments. Similarly, a case study of San Diego State University (Feinburg, 1992) shows that faculty were a major determinant of the substance and quality of the international dimensions of the institution. The need for a faculty development plan to enhance their international expertise, knowledge, and experience in order to provide all students with opportunities to gain global awareness and international competence has drawn increasing national attention. However, in the past, involvement in international

education relied on individual faculty initiative, and far too often their contributions received little or no recognition or compensation considering the extraordinary effort involved (Carter, 1992).

To avoid the above situation, and to help more faculty understand the significance of participating international programs, upon the return to the U.S., CCEP organized receptions held at the President's house for participating faculty. Among the invitees were deans and program directors. The presence of the president and the provost at the reception sent a strong signal to the faculty participants that the university valued their international experience. It also helped deans to recognize the value of CCEP in supporting the international development of the faculty. Another reception was held at the President's house to honor the Chinese visiting scholars, which made their experience in the U.S. even more memorable. This reception involved more people: deans, Iowa Chinese Association members, veterans of CCEP, and the faculty members who were interested in participating CCEP at a later date. At the reception, veteran faculty participants shared their experiences, as did the Chinese visiting scholars. The enthusiasm for CCEP gradually increased among faculty members.

As Carter notes (1992), to make the international exchange experience successful, a pre-departure orientation and training for the faculty is needed to take optimal advantage of the opportunity. Knowing that many faculty participants had not travelled to the Far East, CCEP provide two training sessions that covered basic cultural understanding, teaches frequently used Chinese phrases, and gives

guidance to faculty member, as they prepare for the Chinese classroom and working with Chinese colleagues. As a convenience to the faculty members, CCEP also provides assistance with the booking of flights and the application for the Chinese visa.

Summary

In sum, the higher the degree of the faculty involvement in international education, the more students participate in international activities (Green, 2005). The first-hand international experiences that faculty gain means that they rely less on information from textbooks and the popular media. For faculty to gain international experience, different forces at institutional and departmental levels must remain supportive through policy and funding that ensures international education be continued and expanded. More emphasis should be placed on faculty development options, and reward systems should recognize the importance of international competence for students and the critical role that faculty play toward that end (Carter, 1992). Moreover, sound international linkages must be promoted at the institutional level to reinforce the curricular concentrations of the institution, and individual faculty members should be encouraged to pursue their research, teaching, and consulting interests in the international arena (Harari, 1981) as a way for them to contribute to campus internationalization. Through international research and exchange, we come to understand other peoples and their cultures in order to develop our students as global citizens (Goodwin, 2007).

International exchanges and the movement of scholars and students can serve the broader objectives of internationalizing the teaching-learning process, either on the home campus or abroad, and they remain an integral component of campus internationalization (Harari, 1992). By sending graduates and faculty to China, the university built collaborative relationship with Chinese partner universities (including 2+2 programs which will bring more Chinese students and lead to better name recognitions in China). Research shows collaboration with institutions in other countries should be a key element of any institution's internationalization strategy (Green & Olson, 2003). In fact, every party (faculty, staff, students, departments, colleges, and the local community) that CCEP worked with helped to promote cultural understanding and generate international interest (especially toward China). CCEP definitely forced the faculty, staff, and students to work outside of their comfort zones and to develop different views of the world. At the very beginning, many people could not understand why the administration supported CCEP over the other international programs, or why China was chosen instead of other countries. It was, however, the right political and international moment for a program like CCEP, and the infusion model of campus internationalization had to be put into practice. It was also the determination and devotion of administrators and CCEP staff that allowed the program to develop and expand so quickly.

Without faculty involvement in CCEP, the move to infuse internationalization would not have effectively reached the campus-wide population. The efforts and strategies that the Chinese Cultural Exchange Program (CCEP) uses to infuse to

internationalization across campus are born out by theory and research into institutional internationalization. During the last four years, CCEP has provided easily accessible opportunities for both faculty and students to go abroad. The creation and subsequent expansion of CCEP is in this sense viewed as a reflection of, and response to, national trends in U.S. higher education.

Although CCEP assists in building joint programs with partner Chinese institutions and receives Chinese students and visitors, the two major programs of CCEP remain the placement of recent graduates in English teaching positions and the arrangement of faculty short-term teaching opportunities in China. CCEP is by no means the only model for an American higher education institution internationalizing campus, since as all institutions have their own history, culture, and structure. However, the success of CCEP does show that campus internationalization is not a process based on a single effort, but one that involves coherence, shared responsibility, and purpose.

Chapter 4

METHODOLOGY

The idea of studying the impact of CCEP faculty on campus internationalization sprang from the tenure of the researcher as the assistant director of CCEP and a need to systematically to examine the value of the CCEP in internationalizing the university. The idea gradually matured throughout the doctoral coursework and the research focus was pinpointed by discussing it with the dissertation director. In addition to outlining the methodology of this study and the nature of the research, this chapter presents the background of the researcher, the selection of the subjects, the incentives of the research, and the process of designing the research, member-checking, data collection, data analysis, and interpretation.

This is a qualitative case study. Qualitative research puts emphasis “on the qualities of entities and on processes and meanings that are not experimentally examined or measured in terms of quantity, amount, intensity, or frequency,” but seeks “answers to questions that stress how social experience is created and given meaning” (Denzin & Lincoln, 2000, p. 8).

As “one the of most common ways to do qualitative inquiry, the case study is not a methodological choice but a choice of what is to be studied” (Stake, 2000, p. 435). This study explored the short-term overseas teaching experiences of 18 American faculty at Chinese universities and the impact of their experiences on efforts to internationalize campus through changes in their subsequent teaching,

research, and service. Interviews were the main data collection method used in this study.

Overview of the Research Approach

Adapted from anthropology and sociology, the term qualitative research began to be used in the social sciences in the late 1960s (Bogdan & Biklen, 2006). Besides using descriptive language, other defining characteristics of qualitative research include: naturalistic collection (the researcher immerses himself/herself in the actual setting as the key instrument), descriptive data (collected through interview transcripts, fieldnotes, photographs, videotapes, personal documents, memos, and other official documents), concern with process instead of simply outcomes or products, inductive reasoning (no hypotheses exists before entering the study and theory emerges from the bottom up), and meaning (the researcher is more concerned with how people make sense of their lives) (Bogdan & Biklen, 2006).

Creswell (2007) noted that the case study explores single or multiple programs in a bounded system (or multiple bounded systems over time). A case study is “both a process of inquiry about the case and the product of that inquiry” (Stake, 2000, p. 436), focusing on understanding the dynamics present within single settings, and typically combining data collection methods such as archives, interviews, questionnaires, and observations (Eisenhardt, 2002) within its particular setting (such as this Midwestern private university). Moreover, as a research strategy and part of scientific methodology, the purpose of a case study is not limited to the advance of science, nor to represent the world, but to represent the case (Stake, 2000). For this

research, this means to measure the impact of 18 American faculty experiences teaching in the ten host Chinese universities through the Chinese Cultural Exchange Program.

Stake (2000) distinguishes among three types case studies: the intrinsic case study, the instrumental case study, and the collective case study. When research is conducted because the researcher has the intrinsic interest and wants to better understand a particular case, it is called an intrinsic case study. This intrinsic case study focused on the faculty development efforts of the university's Chinese Cultural Exchange Program and how the short-term international experiences of the faculty members in China impacted campus internationalization as measured through changes in teaching, research, and service. The case centers on the cultural exchange efforts at a Midwestern private university to send faculty members to ten universities in China over four consecutive years, the first time the university has done so.

The Researcher

Indeed, it was through intrinsic interest that led the researcher to look deeply into this case of faculty international development through the university's Chinese Cultural Exchange Program and its impact on campus internationalization. The personal international experience of the researcher explains her initial interest in cross-cultural education. As a bilingual Chinese and English speaker, the educational benefits the researcher received from both China and the United States aided in her appreciation of both the Chinese and American cultures. However, it was not until the

researcher became extensively involved in CCEP as assistant director for three and a half years, did her interest in international education gradually become a passion. This led the researcher to look at more complex ways to improve cultural understanding.

The Intentions of the Research

As assistant director of CCEP program, the researcher sought ways to utilize the participants' international experiences to increase global awareness and enhance international education on campus. To maximize and utilize these individuals' strengths, a thorough examination of how teaching in China contributed to campus international seemed helpful. For the researcher, a thorough study of the impact of the China teaching experience on campus internationalization meant valuable information could be elicited and used to encourage greater involvement in international education. It was indeed the researcher's personal and professional interests that resulted in this particular case study, a characteristic of the intrinsic case study that Stake (2000) identifies.

Intended Methods of Interview, Timeline, and Subject Populations

Initially, the researcher planned to interview the 16 CCEP faculty participants from May 2005 to June 2007 through face-to-face interviews in October 2007 and April 2008. The visits to China by these CCEP participants were coordinated and arranged by the researcher (when the researcher was the assistant director of CCEP).

The Actual Selection of Participants, Data Collection, and Informed Consent

In order to provide a more complete view of all CCEP faculty participation since its creation, the researcher also interviewed four faculty participants from May-June of 2008. The overseas teaching of these faculty members was coordinated by a new director of CCEP, and not by the researcher. The information provided was invaluable to the findings of this case study.

Between May 2005 and June 2007, a total of 16 faculty members participated in the overseas teaching exchange coordinated by CCEP. The researcher invited all but two of them (one retired and the other served as chair of this dissertation) to participate in this study. With the additional four CCEP faculty participants from May-June 2008, the actual interviewees for this case study moved from 14 to 18. All 18 CCEP faculty participants accepted the invitation to participate in this case study and were generous with their time and support.

Methods of collecting empirical materials, or data, “range from interview to direct observation, the analysis of artefacts, documents, and cultural records, and the use of visual materials or personal experience” (Denzin & Lincoln, 2000, p. 23). Fontana and Frey (2000) described interviewing as one of the most common and powerful ways for us to try to understand our fellow human beings. Among the wide variety of interview models, the most common one involves individual face-to-face verbal interchange.

The interview process of this study began by sending the 18 faculty an e-mail request to conduct interviews along with the consent form approved by the university’s Institutional Review Board (IRB). Once a faculty member agreed to

participate, the time and date of the interview was settled based on the preference of the interviewees. Most of the interviews took place in the office of the participants. The consent form was signed before the actual interview, and both the researcher and interviewee kept a copy of the signed consent form. At the beginning of the interview, the researcher briefly outlined the nature of the research. The researcher also obtained permission from each interviewee to use a digital device to record the interview. The length of each interview ranged from 20 to 50 minutes. The interviews occurred at three different times. The first four interviews took place in October 2007. In April 2008, the researcher interviewed 11 more participants, and the last four participants were interviewed in November 2008. The last four interviews were conducted by phone. In February 2009, a request for update along with member checking was sent to all participants via e-mail.

Interview Question Design

To obtain broad background information and a thorough picture of the participants' experience in China and its impact on the home institution, the interview questions (Appendix A) were designed following the guidelines for research questions listed in Chapter One. With the exception of a few questions, such as the number years of teaching, most of the questions were open-ended and loosely structured:

The open-ended nature of the approach allows the informants to answer from their own frame of reference rather than from one structured by prearranged questions. In this type of interviewing, questionnaires are not used; while loosely structured interview guides may sometimes be employed, most often the researcher works at getting the informants to freely express their thoughts around particular topics.

Because of the detail sought, most studies have small samples (Bogdan & Biklen, 2006, p. 3).

For instance, one of the questions the researcher asked was “tell me about your experience at the host institution.” This provided the informant the opportunity for free expression. The design of the interview questions were a combination of the researcher’s desire to explore and contribute to campus internationalization at the home institution (using professional experience and observation), and inspired by the academic studies of international programs listed in the literature review in chapter two.

Nevertheless, the guiding questions were largely based on the research of Mary Gemignani (2003). The questions were as follows:

- What motivated the faculty to participate in the university’s CCEP program and to teach in China?
- What were the faculty perspectives of teaching in China?
- In what ways did their short-term teaching assignments at a Chinese university influence their teaching?
- In what ways did their short-term teaching assignment at a Chinese university influence their research?
- In what ways did their short-term teaching assignment at a Chinese university influence their service?
- In what ways did their subsequent activities in teaching, research, and service contribute to campus internationalization?

Analysis and Interpretation

Each interview was recorded and transcribed with codes. One of the important steps of analyzing qualitative research data is member-checking. Member-checking, as defined by Galvan (2006), is a process by which the researcher “writes up a tentative report of results and asks the participants (or a sample of them) to review the report and provide feedback on how well it reflects their perceptions” (p. 57). After the initial analysis in February 2009 the researcher sent the transcripts and interpretation to the participants for member-checking. As an important step for interview projects, member-checking provided an opportunity for the participants to check if they were interpreted correctly by the researcher. Meanwhile, the researcher also requested that the participants update their international activities since the last interview. Ten out of the 18 participants responded and provided feedback, and four provided updates.

Instead of using the names of participants, the researcher assigned each faculty participant a number that used after each quotation in the data analysis chapter. The researcher also divided the central ideas of each interview into categories of teaching, research, service, personal growth, and views toward campus internationalization, as well as how each category contributed to campus internationalization.

Summary

This chapter provided a detailed overview of the origin of this case study, the rationale behind its methods, an overview of its approaches to research, the incentives and background of the researcher, the method of data collection, the

selection of the participants, data analysis and interpretation, as well as changes in the process of collecting data. The researcher had significant time to examine the previous fourteen interviews before the last four interviews were conducted, which in many ways provided an opportunity for the researcher to reflect and organize the findings of this case study (which are presented in the following chapters).

Chapter 5

MEANING OF THE FINDINGS

The purpose of this study was to explore the short-term teaching experience in China of 18 faculty and the impact of these experiences on efforts toward internationalization through alterations in their teaching, research, and service. In this chapter, the researcher presented her findings concerning the impact of the experience on teaching, research, and service upon return to their home institution. The demographics of the participants are listed Table 1 at the end of the section. Table 1 includes the participants' gender and code number, discipline, ethnicity, motivation, overseas experience prior to teaching in China, years taught or worked at the university, and academic year of participation in CCEP. The number of participants who indicated an impact of the teaching experience in China on their subsequent teaching, research, and service at home institution is listed in Figure 1 at the end of the section.

Demographics of the Participants

The 18 faculty came from five colleges and the library. A total of 10 distinct departments were represented. The teaching and research areas of the faculty participants include psychology, pharmacy, law, Eastern art, creative writing, urban education, economics, actuarial science, library, and sociology. The length of employment (at the university) of the 18 participants ranged from 2 to 23 years. There were eight females and ten males. Four grew up in Asia, two were American-born Asian, one was African-American, and 11 were Caucasian. One participant had

visited China (a decade earlier) as a tourist. The 18 faculty members taught and lectured at 11 partner Chinese universities in six cities (Beijing, Tianjin, Nanjing, Shijiazhuang, Chongqing, and Zhuhai).

Motivations for Participation

The subjects that the faculty participants taught revealed close ties with Asia, and in some cases dealt directly with China such as in Chinese arts and Asian cultures. However, a majority of the participating faculty had very little direct contact with China despite the fact that some teach subjects related to China. Therefore discovering the motivation for the participants opting to teach in China helped the researcher understand their expectations and preparation. It also made possible a comparison of participants' initial expectations with the actual impact of their China experience on campus internationalization at the home institution (in some cases over several years). Because the 18 faculty members represent ten departments in five colleges at the university, their motivation helped the researcher provide constructive suggestions to CCEP in terms of future directions for faculty development.

When asked what motivated them to go to China, the faculty participants provided a variety of reasons. In general, the motivations centered on two categories: personal and professional. Personally, many faculty desired to travel and to satisfy their cultural curiosity and simply wanted to expand their knowledge of that part of the world. Professionally, participants were motivated to teach in China because of their teaching, research, and community service related activities. As one participant put it:

I have been interested in going to China for some time... I just wanted to experience the people, place, culture, economics, and environment in China. I was looking for opportunity to go to there. That is the reason I wanted to go to China (4).

Yet, for this sociology professor, first-hand knowledge obtained through professional teaching and personal travel in China provided important knowledge he could bring back to the classroom. This echoed another faculty's desire to travel to China out of personal interest:

The opportunity to go to China was interesting to me, not for my scholarship, but for personal reasons. I thought it would give me a perspective on China that would be different than going as a tourist so I was excited (6).

This participant had previously been to China as a tourist and going to China in a professional capacity provided an opportunity for her to engage with Chinese colleagues in the same discipline and view the culture of China from a professional perspective.

The above are examples of faculty members whose personal interest initially motivated them to participate in the short-term teaching assignment to teach in China. This faculty who stated professional needs and reason often referred to the combination of teaching and research interests. Some were already teaching subjects related to China. Thus, teaching in China provided a timely opportunity for them to experience what they normally would know only through textbooks and the media. As one participant remarked: "Several things motivated me... I was interested in making contacts with China. [The university] made the opportunity very easy for me to go to China to accomplish these things" (17). This participant taught Chinese

art. Similarly, the following participant noted his motivation as a combination of both personal and pedagogical reasons:

I am an anthropologist so I like to travel and learn about other cultures, and I thought this is a great place to visit because I have been teaching about China... In a sense my specialization is transnational production and globalization. So there is a lot of material that is coming from China I have been teaching, so I want to go there to see certain things for myself (13).

For other faculty members, teaching in China was not only a way to gain an understanding of China and introduce American culture to the students in China. As one participant observed: "I was very curious about their academic educational system [and] one of my motivations was to introduce American art" (7). Another participant stated: "I was interested in the opportunity to teach Chinese students to learn, more than anything, to learn about their perspectives on globalization and global identity" (3).

The opportunity to teach in China attracted participants like this one who had never been to a developing country, and yet also enticed the experienced traveler. One participant with extensive experience teaching overseas but never in China thought the experience provided "an extraordinary opportunity to try in a short-term way ... to get a sense of what China was like". For this participant, international education is an ongoing process that should be constantly expanded.

Faculty who cited research as their motivation to teach in China either were going to China to collect data or to form ideas about prospective research. Either way, these faculty brought with them their ideas about China, and they knew what information they were looking to collect when they got to China. Faculty participants

with research motivations went to China in hoping to collect data, and their designed research format was also supplemented with personal observation.

For some participants, teaching in China was a good opportunity to satisfy both their personal and professional interests. As a participant put it:

First of all, I had started studying Chinese martial arts... I was just so happy to have the opportunity to go to China... In addition, I thought the experience of teaching graduate psychology to Chinese students would be just wonderful because I can get a sense how they felt about western psychology... I was so excited to get to go (8).

For this participant, traveling to China obviously was a way to satisfy both personal curiosity and further professional development. The various interests of this participant brought to the exchange produced various outcomes for this participant, as the following chapters will reveal. While most participants were motivated to teach in China out of cultural, personal, teaching, and research interests, some thought teaching in China might also provide an opportunity to explore the possibilities of creating a program between the university and Chinese partner institutions.

Because of the nature of the program, participants all had teaching assignments at the host institutions in China. They had to prepare lessons, and gather teaching materials to bring with them to China. Therefore, regardless of the motivation, it was expected that the exchange would lead to professional growth and the satisfaction of personal curiosity. This was born out by lengthy interviews with the participants. However, in many cases, it was hard to separate personal growth and professional growth.

Figure 1. Demographics of the Participants

Gender & Code #	Discipline	Ethnicity	Motivation	Overseas Travel Prior to CCEP	Years of Employment	Year of Participation
Male # 1	Library	Caucasian	Personal	None	17	2004-2005
Male #2	Business	Asian	Professional	India, Mexico, Germany, South Africa, Caribbean	18	2006-07
Female # 3	Cultural & Society	Caucasian	Professional	Russia, Costa Rica	5	2005-2006
Male #4	Cultural & Society	Asian	Professional	Japan, India, England, Germany, France, Italy, Netherlands	19	2006-2007
Female #5	English	Caucasian	Professional	England, Scotland, France, Sweden, Benin, Malaysia, Ethiopia	21	2004-2005
Female #6	Law	Asian	Personal	Mexico, China, Thailand, Philippines, Hungary, Russia, Czechoslovakia, Romania, South Africa, Brazil, Peru, Zimbabwe, Botswana, Argentina, Australia, Canada, Costa Rica, Scotland, England, Morocco, and 10 European Countries	6	2005-2006
Male #7	Arts	Asian	Professional	Indonesia	23	2004-2005
Female #8	Psychology	Caucasian	Professional & Personal	Ireland, Northern Ireland, Greece, Switzerland, Italy, England, France, Germany,	24	2004-2005
Male #9	Biology	Caucasian	Personal	England	13	2005-2006 2006-2007
Male #10	Pharmacy	Caucasian	Professional & Personal	Australia, New Zealand	18	2004-2005
Male #11	Education	African-American	Professional	Nicaragua, Russia, Namibia	6	2005-2006
Female #12	Business	Caucasian	Personal	Mexico, Caribbean	16	2004-2005
Female #13	Cultural & Society	Asian	Professional & Personal	Sri Lanka	3	2006-2007
Male #14	Economics	Caucasian	Personal	France	23	2005-2006 2006-2007
Female #15	English	Asian & Caucasian	Professional & Personal	France	13	2007-2008
Male#16	Law	Caucasian	Professional	Mexico, Canada	2	2007-2008
Female #17	Arts	Caucasian	Professional & Personal	Italy	4	2007-2008
Male #18	Arts	Asian	Professional & Personal	Italy	13	2007-2008

Figure 1. Demographics of the Participants: background of each participant, gender, code number, ethnicity, motivation to participate in CCEP, overseas travel prior to CCEP, years of employment, and year of participation.

On-site Exchanges

Among the 18 participants, three taught two-week credit bearing courses with the number of students in each class varying. The rest delivered three to five lectures over a one to two week period. All the exchanges took place in May and June from 2005 to 2008. Some exchanges were short and informal while others were more structured. A few participants also visited local Chinese factories, companies, pharmacies, hospitals, and art galleries. One participant noted:

I also had a chance to meet a few colleagues there. And I gave a presentation... On another day we had an open podium where all the [department] staff were invited and so that gave us a chance to exchange a lot of ideas, and I could see what they are doing and so on (1).

It was the first time this participant visited a foreign institution of education in a developing country. In fact, this participant had never traveled outside United States before participating in the CCEP. The experience of the following participant was typical of most faculty:

I went there and was put in faculty housing, and I had guides from the Office of Foreign Affairs... who made sure I was taken care of. I gave, I think it was three or four lectures to undergraduates, and the host institution supplied an interpreter if students had trouble. Most students I think could understand me when asking questions (14).

This faculty lectured at two different institutions in two different cities in China on exchanges in 2005 and 2006. As an economics professor, this participant also had an opportunity to visit some companies and had conversations with the managers. He noted:

They invited me to play basketball with the students. And I was taken around, I was taken to um... joint venture spinning mill actually. It was

producing polystyrene thread. Actually it was a joint venture between a North Carolina firm and Chinese government. I was also taken to a sort of tutorial... I was taken to several banquets, too, which were fun... The food was fabulous... [On] the first trip I didn't get a chance to talk with faculty members much. So the second trip I made sure to chat with faculty members about teaching methods (14).

While gaining new pedagogical perspectives by teaching in China twice in different cities, this participant made an effort to engage with the Chinese faculty on this second trip. Another participant also commented on collegiality:

I had a few very good faculty exchanges. And one particular faculty exchange, we ended up talking about tort law. I learned a lot about Chinese tort law, I gained some perspectives on things unique in the American system that I didn't know. That was really an enjoyable portion of the trip (16).

Compared with CCEP faculty participants who lectured, those who delivered short courses had two full weeks of contact with Chinese students and their attitude towards teaching in China was also different. One participant, who taught a seminar in China, commented:

I was in [the Chinese] University, and I had fantastic experience. [The university] is very accustomed to hosting, and I was treated very well. My seminars were packed with students. And I... the department was upset that more of their graduate students were not participating, but for me it was exciting because. I had engineering students, I had business students, I had a lot of English students who are interested in the language, and I had sociology undergraduates and some graduates students. I wrote a blog while I was in China that has been linked to other blogs. You know, so that was helpful for me to start to process the interviews as I was doing them, but also it was something that I was able to show the students. And some of my Chinese students read my blog while I was there, and that was interesting for them to see how I was interpreting China (3).

As shown above, the type of Chinese college students who attended the faculty lectures and seminars varied. Normally in China, lectures are open to both

undergraduates and graduates. By contrast, there are some restrictions about who can attend seminars and short-term courses. As a result, the levels of interaction CCEP faculty had with Chinese students varied.

All CCEP faculty participants taught in China alone, with the exception of one faculty participant who brought her spouse, not an employee from the university, who also ended up teaching at the host Chinese institution. As this participant noted:

It was a wonderful experience. I liked it. My [spouse] went with me. And we loved it there. We liked everybody there we met. They were extremely hospitable, and we really loved that they took care of us. I mean we felt that we were very much taken care of. Really good, special people. They were wonderful, especially the students. They were so interested. Very, very fascinated about what I had to say. I expected... two lectures to create a lot of interest because it is about United States whereas the first one was about my own specialized research in [an Asian country], but students understood everything. They had wonderful questions to ask me, so it was very, very good experience (13).

Despite the types of professional interactions faculty participants made on site, all participants felt that they were received with warmth, and that Chinese people at the host institutions were hospitable and the students enthusiastic. However, one participant sensed that his actual arrangement at host institution was unsatisfactory, and another felt a lack of attention in terms of interacting with Chinese colleagues. Both found the teaching itself and the contact with students in the classroom a positive experience.

Impact on Teaching and Efforts to Internationalize Campus

The impact of participating in the short-term teaching assignment on their subsequent teaching at the home institution is reflected through their practice inside

and outside of classroom upon their return. The impact on teaching included the participants' increased social and cultural awareness of international students at the home institution, awareness of their own teaching methods, direct and subtle impact on the curriculum, and the creation of new classes.

Social and Cultural Awareness

One of the most cited findings in this study is the increased social and cultural awareness that impacted the participant teaching. It was revealed in several ways: greater passion and sensitivity toward international students at the home institution, the reevaluation of stereotypical views about China and Chinese students, greater reflection on Chinese social political and legal practices, and the comparison of attitudes towards learning due to cultural differences between Chinese and American students.

Most participants commented that they gained both an appreciation and better understanding of Chinese culture. Many thought their increased awareness made them more sensitive to international students who live and study in America, particularly when English is not their native language. As one participant commented: "It was an eye-opener. This kind of experience I think everybody needs to have" (2). This participant had traveled to developing countries prior to China, but it was his first time having to depend on other people because of language differences. After teaching in China, this participant gained a greater appreciation for international students including Malaysian and African students. (Malaysian students are the largest international student body at the university and many of these students have

a Chinese heritage). The courses this participant teaches at the home institution happens to have many Malaysian students. For the students whose first language is not English, language can become an obstacle in their academic studies, therefore the cultural sensitivity of faculty toward international students can affect the tone of their teaching.

As documented, sometimes faculty with good intentions try to gain international perspectives from international students but receive resistance because students do not feel the environment was right for them to share their feelings, or they did not have a strong connection with the instructor. Therefore good intentions alone do not necessary bring positive outcomes. Rather a good understanding of racial and cultural values can help to create a safe environment to engage international students in the classroom (Schuerholz-Lehr, Caws, Gyn, & Preece, 2007). Having a professor with international experience and able to appreciate what foreign students go through in the United States brings emotional comfort to these students. One participant shared this view:

Given the number of foreign students on [the American university] campus, I think it made it a lot easier to interact and get over cultural and language barriers, because for the first time in your life, you realized that you are foreigner and you are out of place. And for me, that makes you more sensitive [to] foreign students (9).

Understanding the inter-cultural similarities, while appreciating difference, is a message that faculty can convey to students through their teachings.

Two other participants highlighted their increased sensitivity toward international students and faculty upon their return from China. One participant

thought that teaching in China was a real mind-opener. She commented that going to China “increased my ability to interact, or the desire to interact [with] international students and [increased] my desire to work with them.” This participant recounted an interesting story about how she and a Chinese student built a meaningful relationship through a seemingly insignificant incident:

I encountered [the student] before class started... [The student] was sitting on a bench in tears. I just felt really, really, bad for [the student], so I sat down next to [the student]. I said, are you ok? [The student] said I am not sure I want to be here (12).

From this incident, the faculty member and Chinese student gradually built a close relationship. Over a two-year period, this participant observed changes in the Chinese student:

I think it is so exciting for me to see how [the student] blossomed, how [the student] made friends, how [the student] got involved. Eight months ago [the student] was sitting on the bench in tears and to see how [the student] is getting very involved in the [national business association]. [The student] has made friends. And you know...[the student] gave a lovely thank you note to me that just told me how much I meant to [the student]. To me, I think that is a kind of illustration, the passion and sensitivity (12).

For this Chinese student, a complete stranger from the university cared enough to approach her when she was emotionally down, and it meant a lot as indicated in the thank you note this Chinese student wrote to the faculty member.

Another participant shared a similar story, not with international student, but with an international faculty member:

For example, at a recent Humanities’ Center gathering, there was a woman, an Asian faculty member whom I hadn’t met. It turned out she just arrived a week before. She felt so relieved and happy to be addressed by an American faculty member. She is someone I made

sure I say hello to. She e-mailed, I invited her for Thanksgiving, that sort of thing. (15)

By nature, this participant is a friendly and caring person, but feeling alone and experiencing a language barrier while teaching in China, this participant agreed that her experience in China resulted in greater sensitivity to foreign students.

Besides increased cultural awareness for international students at the home institution, other cultural and social observations that the participants made included the often stereotypical view of Chinese students in America contradicts what they saw during their interactions with Chinese students in China. One participant observed that during her lectures attended by approximate a hundred people, the Chinese students were surprisingly engaged:

Apparently it is part of the culture in China to attend lectures, which is shocking to us here in America. They were very engaged, which surprised me because from what I understood about the education system, there are a lot of the students who cheat. It surprised me that students were engaged, interested, and asking questions” (6).

As several other participants observed, the active engagement of Chinese students during the lectures contradicted the stereotypically passive view of Asian students that they received in America:

I have been told that the students were pretty passive, that they were used to be lectured to, and they wouldn't be responsive. I found that really not to be true. Even when I was in a class of a pretty good size, I am guessing maybe 200 students attended the lecture. I started to ask questions. And it was kind of cute because they would stand up, you know, if they had the answer. But I think my expectation was that nobody was going to stand up. They were popping up; they were very excited. To me, they seemed to want to respond to the question and that really countered what I had been told would happen (12).

This objection towards stereotypes of Chinese students is evidently shared and supported by other CCEP participants. One participant added:

I had a really good experience in the classroom with the students there. I was challenged because the students had very little contemporary theory, but they had read lots of classical theory that I don't think about so much any more. So I was really thankful that there was internet because I could go back and looked at both my notes from my hard drive and also reviewed these classical theorists that to me aren't central to my thinking everyday (3).

This faculty participant found that not only did Chinese students actively participate during the lectures, but they also asked challenging questions.

The comparison between the stereotypical views of Chinese students with what participants actually observed in many ways is the reflection of each culture and its social system and structure. One participant observed the different ways that Chinese and American students think:

Chinese students go to school because they think they are going to learn the solution to the problems. American students go to school because they are learning a thought process... I think that is the influence of long history of self government where American students are comfortable, not necessarily thinking the answers are coming from the top down, valuing their own belief system, and also the difference between free market and more of a controlled economy (16).

After observations and conversations with Chinese students and colleagues, another participant, an extensive international traveler with some prior knowledge about China, remarked:

One of the big issues China faces right now is the lack of qualified people to actually practice law. So, some of the biggest issues in the Chinese legal system are getting the country to abide by the rule of law, setting up courts, and trying to make that shift at a very, very rapid pace across a huge country with millions of people. Right now in legal education in China, there are many law schools sprouting up across the

country with tons of students. And quite frankly, from my understanding, there are not even enough people to teach...much less people to practice law (6).

For this participant, cultural observation had grown into a much deeper question in terms of the Chinese legal system. It is natural for an American faculty member to compare legal practices and how they might affect Chinese and U.S. students. This participant found it fascinating to see so many Chinese students studying law, but without clear career goals. By contrast, in the United States., “it is much more clear what you can do when you are a lawyer because it is such an open field. It is really not clear what [Chinese students] might end up doing with their lives” (6). Moreover, by engaging in long and interesting conversations with Chinese colleagues, this faculty participant felt she gained an understanding of how Chinese legal practices balance between abiding by the law and running by unwritten rules. Legal ethics is something this participant was interested researching, and concluded that because of economic growth and foreign investment, China will need to continue to strive to meet international legal standards. Taking legal practice with product quality control as an example, abiding by legal rules in a well-constructed legal system can directly affect the quality of Chinese products being exported all over the world.

As all of the participants indicated, the cultural and social awareness that grew from their teaching in China resulted in increased sensitivity and cultural understanding. The faculty expressed that because they came to discover what it was like to be an outsider in China, they could better sympathize suddenly landing in a country (with completely different culture) away from their family. Faculty could

suddenly understand culture shock and the sense of loss that some foreign students experienced. In addition, some faculty experienced a direct and immediate impact on their teaching at their home institute, while for others the impact of teaching in China may have been more indirect.

Awareness of Teaching Methods

The understandings the faculty built through their China experiences are tangible on multiple levels. These newly acquired cultural and social sensitivities became the base for greater cultural awareness in their teaching. As the following participant stated:

I think [the exchange] improved my teaching in the sense that I have to think more carefully when I put together the course, where the language wouldn't be a barrier. So I spent a lot of more time developing visual ways of communicating. When I was back to the [home institution], I found these [skills] are equally valuable in the [U.S.] classroom (9).

After the researcher clarified with this faculty participant whether this observation applied to students whose first language is English as well, the participant continued:

Yes, even for the English speaking students, because even though they understand the language, really the difficulty is coming from the concepts (whichever culture you are talking about). I don't think the language barrier was a huge problem in China. I thought that the students had good understanding of English and spoke much better than they thought they did, especially once they got comfortable (9).

This observation came from teaching in China for two consecutive summers. As a result, this participant became more sensitive about the linguistic and cultural barriers that international students face. Moreover, he became more sensitive about effective learning strategies for both English and non-English speaking students. Initially, this

participant carefully designed this course out of consideration for non-English speakers, but teaching in China helped him realize what actually hindered effective learning are scientific concepts and jargon, regardless of student's linguistic and cultural background (9). This reminds him to be more sensitive about his own teaching styles, as well as students' listening comprehension abilities. As this participant reflected that immersed in a country with a completely different culture, and interacting with Chinese students provided an opportunity for self-reflection, as well as the awareness of his teaching style.

The cultural sensitivity and increased awareness related to their discipline also helped the following participant with a business background to integrate the experience of teaching in China into his classroom teaching:

I gained a lot from my teaching [in China]. I think one particular area that affected my teaching was when I bring illustrations in the classroom [of] the differences between China and U.S., particularly when we talk in terms of competitiveness... Spending time in China made these discussions much interesting and also makes me much more inclined to integrate it into my teaching (12).

A similar mental process is evidenced in the following statement: "There are a couple of things I learned from the trip... I got an appreciation for the difference between American teaching style and Chinese teaching style" (16). It was the first time this American faculty member had taught in a developing country, and it was the first time having an interpreter during his lecture. Even though most of the Chinese students spoke English, having the interpreter provided an opportunity for internal reflection. As this participant remarked: "I said one thing, then I waited for the translator. It really gave me insights about what is effective, what is not. I think it helped me with [my]

teaching style” (16). This participant went further and analyzed the cultural and social elements informing the different teaching styles employed in China and the U.S.:

I got an appreciation for the difference between American teaching styles and Chinese teaching styles and what the students expect... I don't try to give my students the answers to the problems. [In China,] at the end of almost every lecture, I almost sensed the frustration [of the Chinese students]. The way American students think and Chinese students think [are different] (16).

Such cultural comparisons and self-reflections helped the faculty participants become more sensitive to different cultural perspectives. Participants who had little international experience, and participants with extensive international experience, felt the same way.

One participant with extensive teaching overseas experience felt that any international trip to a new country meant another opportunity to reflect on cultural differences:

I am struck always by how entitled American students feel and how they don't take their education seriously. It is not as urgent for them as it is, as far as I can see, for the Chinese students (5).

The impression of Chinese students as hardworking was shared by other CCEP faculty as well. This participant understood things are not as simple as they appear and knew the observed phenomenon is caused in part by different educational systems. It is “highly competitive for Chinese students to get into universities, [while] almost every American who is determined can get to some universities somewhere if they choose.” This participant thought that because of competitiveness, Chinese students appeared uniformly passionate about their study and worked harder than the majority of American students. Returning to the U.S., this participant stated: “I felt

slightly impatient with my students. So that is negative.” but on positive side, she confessed, it also made her more aware of cultural differences toward education. Chinese students expect their teachers to be authority figures, while “American students are far more likely to challenge [teacher authority].” Teaching in China made this participant aware of “who I am, who I am not,” and that “kind of consciousness about teaching is important” (5).

The awareness of their own teaching methods also helped the participants to reflect on what works and what did not in classroom, and to improve teaching and interaction in their classes. The mental process of gaining better cultural and social understanding, and of one’s teaching style, demonstrated the integration of their China experience into curriculum.

Impact on the Curriculum

Schuerholz-Lehr et al. (2007) found that “a systematically internationalized curriculum would enable students to become internationally literate and interculturally sensitive citizens” (p. 70). With increased cultural understanding of the international students at their home institution, and better understanding of the Chinese social structure combined with their own teaching styles, some of the faculty integrated their China teaching experience into the classroom through informal and formal presentations and discussions. Some participants even revised their courses in light of their new perspectives. One participant shared how teaching in China was integrated into his teaching:

I came back with a rich experience, I tell you that. I took thousands of pictures, political geography, economic geography, cultural geography,

and publication geography. To feel the place, which was a little hazy in my mind [before going to China but] it became very concrete and very clear [after being in China], and it brought many things to my class. Earlier I would say things about China in my class based on books, now many of them are based on my personal experience. So naturally the emphasis [in class] was so different. [Teaching in China] brought a lot of things to my class, and to my teaching (4).

Integrating international experience into the classroom connected textbook knowledge to life experience, and the lectures became more powerful as a result. Another participant found teaching in the China invaluable in terms of integrating interesting and unique perspectives into the classroom: “It is always good to tell the students I was there, I am talking from my experience [now]. It really changed my way of looking at certain things” (13). As a person with a background in sociology, this participant felt such teaching in China made her classes more dynamic:

It gave me a different perspective and broadened my horizons. And therefore that is affecting the spirit that I can infuse into my teaching because it is not something that I learned from the book, but something that I have seen. I was there, and I have seen how people worked hard... I added these photographs into a Powerpoint presentation when I talked about globalization, and I named it “Made in China” (13).

Of course, “made in China” has become a social and economic rally-cry in the U.S. because of negative U.S. media coverage. Therefore the U.S. classroom has become a place where students can seek out more authentic information about China and be able to critically process it. With the first-hand knowledge they received in China, these CCEP faculty participants now are better equipped to be able to defuse the bias portrayed in popular U.S. media in a constructive way, and help students to do the same. Similarly, one participant offered a course entitled “Ethical Tensions in

Global Urbanization,” that directly integrated his teaching experience in China into the classroom of the home institution (11).

Another participant described the influence of teaching in China on her course design, as well on how the experience affected her use of China-related materials in the classroom after participating in CCEP:

I teach this course, called “Reacting to the Past,” that involves students recreating certain situations. So, recently I have played “The Succession Crisis of the Wanli Emperor.” But I was intensively interested in the game because I had gone to China... It is a game that I will probably teach in the freshmen seminar. It is set roughly in 1587. I was not clear that I wanted to work with that game before or play, now I very, very definitely want to work with that game... I feel that this game means more to me for having been in China (5).

Altering old ways of thinking and opening to new cultures are central aims of the CCEP faculty development program. As this participant noted: “Every time I teach abroad, I get another insight into things. It just opened up whole other culture for me, but also a way of thinking that I am trying. I continue now to try and understand” (5). Although this participant traveled and taught on different continents, she continues to be actively involved in international programs because teaching, for her, promoted cross-cultural understanding, as well as an opportunity for intellectual growth and new ideas for teaching.

These participants utilized their China teaching experience in the classroom at various levels (some in more systematic ways than others). One participant commented that although not incorporated systematically, this faculty member felt “more committed to integrate international issues into the curriculum” and was

strongly motivated to teach for another university affiliated international program in the following summer (6).

As noted earlier, the information these participants gathered was integrated into their teaching through a combination of interactions with professionals, students, and people they met on personal travels in China. Similarly, the following participant who teaches business refers to China in class when talking about economic development and practice by comparing the ways of conducting business in each country. This participant used knowledge he received from China as a way to keep students updated about the world economy. As this participant stated, “they are constantly experimenting, changing their monetary policy and new laws are going to affect competition policy. In my classes, I always try to take comparative perspectives” (14).

One participant with a pharmacy background learned that people from different cultures define illness differently. This participant made comparisons between the west and the rest of the world. He noted: “In the west, we try to figure out how a biological system works, and then we can measure a change of that biological system. We call that disease, but not every culture works that way” (10). This participant found interconnectedness embodied in Chinese culture, and so an illness cannot be viewed separately from the whole bodily system.

For some participants who have taught the same subject in the same environment for a long time, visiting China and interacting with Chinese colleagues was like “opening a door that leads to many new possibilities” in their profession. One

participant was also certain that, “Chinese professors have knowledge that I don’t have. I read a lot, but this was an engagement in a totally different level. For instance, I am teaching contemporary Chinese art. I looked at so much contemporary Chinese art while there and feel like I can talk about it a way that is just different from just reading about it in the United States” (17). For this participant, experiential learning meant stepping outside of her familiar environment, which gave new meaning to her art and teaching.

Another participant from the arts was also excited about the interaction with the Chinese colleagues and artists outside of academe:

You know it is going to definitely have impact on my teaching, because of my show in Beijing. It is a new direction. The arrangement of the work is something I have never experienced before. It is going to be quite experimental, that experience will be the basis of the teaching of installation. Already in my teaching, I have used [it] as a lesson with my students. It is going to continue” (18).

The remark “it is going to continue” demonstrates that teaching in China has encouraged this faculty member to explore new materials and ideas in the classroom. For some participants, the exposure to new ideas and materials for the class meant transformational change.

The Creation of New Courses

Research shows that too few U.S. institutions “expose all their students to global learning by requiring internationally or globally focused courses” (Green et al., 2008, p. xv). CCEP faculty participants added global understanding their courses either by infusing materials into the existing courses, or through the creation of new courses. In the process of creating new courses, CCEP faculty participants made

comparisons between the Chinese students and American students that led to deeper questions of cultural, educational, and pedagogical understanding. The result can be fundamental changes in their teaching, as one participant noted:

When I came back from China, a year later I revised all my [art] classes. In the west, you try to develop your conceptual ideas more than your skill. Chinese students learn skill first then the conceptual idea. It is faster for the Chinese students to learn concepts with [their] strong foundational skills than for the American students to manifest their advanced conceptual ideas because [of their] lack of skill. They can come up ideas but can't articulate [them], while the Chinese students struggle with conceptual ideas but once they get it, it is faster for them to move forward (7).

A year after returning from China, this faculty participant reexamined his pedagogy and decided upon the most beneficial way to deliver the new approach and help students at his home institution to advance more quickly.

Another faculty participant utilized his China experience to create a new course. He remarked:

I actually teach a new course that directly resulted from the research I did in China...called Ethical Tensions in Global Urbanization. I focus on four countries, China, Russia, Nicaragua, and Namibia Africa (11).

In this case, experiential learning in China resulted in this faculty member's engagement with students on current issues in China, including hosting the Olympics, Tibetan protests, and the global financial crisis. This participant found that his American students asked many questions that they had never asked before:

A student asked what I think about the possibility of the Olympics being canceled, and I said that there is less than zero chance of that happening. They asked what the chance was of a U.S. boycott of the Olympics. I told them there is probably a zero percent chance of that happening, too. The Olympics are going to happen and US is going to participate (11).

By explaining why the Chinese government would not allow any interference in the Olympics based on personal experience, the participant shared an important insight about Chinese culture with his students:

I knew something different in Chinese culture than in most places: the concept of shame, of saving face. This is concept in my experience was unlike any other. The only place even close is in Africa where your family's reputation is actually more important than individual identity (11).

This participant integrated his research findings into his teaching with examples from China, Africa, and America based on personal international experience that students found exciting and engaging.

One participant taught courses on stereotyping, prejudice, and discrimination in the context of social conflict, including those conflicts that lead to genocide. As the content covered in her courses often focused on negative aspects of human behavior, teaching in China opened a door for her to seek a different path both academically and spiritually. Before going to teach in China, this faculty member had begun to seek a path to “cope with an increasing sadness over the phenomenon [of genocide].” With that thought in mind, this CCEP participant turned her attention to Chinese martial arts, spirituality, and philosophy. As she explains:

What happened on my trip in China was... I went to a numbers of Buddhist and Daoist temples, and spent time sitting, mediating, thinking. As a result, when I got home, I began to find material from China that was translated that I could read, and for the three years since I have been back [from China] (8).

As a result, she “decided to offer a new course” never offered before in the department. This new course, entitled Theories on Consciousness, was developed in

large part out of the participant's engagement with Chinese culture, religion, and philosophy. This new course constituted a "very fascinating, very interesting, very important set of topics," and it substantially changed the emotional balance of her teaching because, unlike in the social conflict course, students primarily investigated the "potential for goodness or peace or joy of humanity" (8). The class was an opportunity for students to learn classical and contemporary psychological theories and to study the empirical evidence for positive, altruistic, and cooperative cognitions and behaviors, as well as the human capacity for transcendent functioning (in contrast to the human capacity for negative, self-focused and potentially harmful cognitions and behaviors studied in academic psychology). By spring 2008, this new course had been offered to students for three semesters. Although the topic is not essential for the students to get into graduate school, the course had good enrollment and received positive student evaluations (8).

One participant sent a post interview update to the researcher in February 2009 saying that she taught a new course entitled, "Global Issues in Criminal Law," in the Law School's Summer in France Program and will teach it again in Summer 2009 (6). Another update from a participant noted, "My friend and colleague from Nanjing will be joining us at [the university] for a year starting in August! We will be also co-teaching a course called Contemporary Representations of Women" (3). While teaching in China, this participant befriended this Chinese colleague with whom she worked closely, and the Chinese faculty and her daughter will be living in this participant's home during her tenure in the America (3). Another participant in fine

arts was also approved to bring a Chinese professor to campus to co-teach, since they both teach the Chinese art of the same century (17).

Although not all faculty designed new courses after teaching in China, some considered adding related elements to future classes. One faculty participant who had become active in initiating international programs thought about putting together a traditional Chinese medicine course in the future. As this participant stated: “We do have interest in the college for traditional Chinese medicine, but it is probably just as a part of a course on alternative medicine as opposed to a course strictly on traditional Chinese [medicine]” (10). While some faculty acknowledged the impact of their experience in China on their teaching, others indicated the experience of teaching in China had an impact on their research.

Impact on Research and Efforts to Internationalize Campus

Conducting research was one motivation for some CCEP participants to teach in China. The researcher found that when faculty research projects were closely related to their teaching responsibilities, they tended to integrate their research findings into the classroom. The impact of this short-term teaching experience in China on faculty research can be divided into three parts: publication, presentations, and conferences.

Publications

One faculty member conducted research on student perceptions of globalization and China is a central part of her research project. Because of the image of China portrayed by the U.S. media when it comes to globalization, teaching

in China allowed this faculty member to collect first-hand information through direct interaction with the perspectives of Chinese students on globalization. This participant commented on the role teaching in China has been playing in her research:

China is certainly at the forefront of my [American students] consciousnesses. And while I am certainly not an expert on China, to have spent time talking to [Chinese] students and hearing their perspective on what is important to them was really helpful for me to critically think about Chinese policy, but also to be able to offer a rich and nuanced perspective to students about China (3).

This participant taught courses on globalization at campuses in China, Russia, and at two institutions in the United States. This participant had been using teaching abroad as an opportunity to collect data on student perceptions of globalization for her research over several years. In China, she held discussions with students both inside and outside of the classroom on issues that both American and Chinese students were interested in, such as human rights, the environment, Tiananmen Square, and Taiwan. The information collected for her research was also used in her classroom back at the home institution:

I have been able to create some very powerful lectures for students at [the home institution]. I told students in an earlier class how to define globalization, here is how you talk about it, here is how students in St. Petersburg talked about it, here is how students in China talked about it, here is how students at [the college] where I taught before talked about it. And it really gives a strong example of how social location affects the way people see the world, and so just to be able to get the example of what students in China prioritized [is valuable] (3).

Personal observations based on the experience of teaching in China also added powerful illustrations to his lectures. Moreover, this participant provided to the

researcher an update since the original interview in April 2008. This participant has used examples from China in her lectures in Venezuela during her tenure as a Fulbright scholar during the 2008-09 academic year. As this participant noted: “Venezuelans, like Americans, have a limited sense of Chinese priorities.” The examples she gave of China made a compelling impact on her Venezuelan students, and some of them wrote about it in their final exams. In addition, this participant “also advised Venezuelan faculty about how to add China into the course on foreign policy given to English language majors” (3). Moreover, this participant noted:

I have also applied for a grant to work with a Chinese international student on another ten interviews with Chinese students at the home institution to complement the interviews from the students in China. They will be one chapter of my book: *Global Generations: Young Adults in Societies in Transition* (3).

Another participant also used teaching in China as a way to further research on what he called “urban education international perspectives” within China, Nicaragua, Russia, and Namibia. He stated: “I am particularly interested in how different countries handle the urban, rural, urban-suburban divide, and how resources distributed... I used the faculty development opportunity as a way to further that research” (11). By “looking at similarities and differences in urban education across international boundaries around the world,” this participant compared four countries and how each government dealt with resource allocation. Students saw “education issues across international boundaries give them global perspectives with real world issues and examples.” As this faculty participant observed: “Each one of these countries has different issues,” but China stood out from all the other three countries

“because it brought the issues together” since there are 56 ethnic groups of over 500 million people in rural areas. The urban-rural divide is the most profound. By looking at the nuances between ethnic groups, this participant observed that educating “these folks is becoming a priority for the Chinese government for lots of obvious reasons.” But how to educate this many ethnic minorities, and to provide millions of village children with free education, brings to light issues of educational opportunity and resources allocation. These are some of the questions this participant raised as a result of CCEP, and he will continue to seek answers to them. The participant concluded that “teaching and traveling in China was just a way for me to put another perspective on my thinking. I had opportunities to talk with teachers, students, people in public schools, and people in universities (11).” Besides the research data this participant gathered from China, he also came back with new ideas about co-teaching and was hoping to set up a polycom co-teaching situation with professors from Russia, China, and Africa. Another participant worked with a Chinese colleague on translating her short stories from English to Chinese. The Chinese colleague was invited to the university and they held a public reading of the translation in January 2009.

For professors in the visual arts, exhibitions counts like publications do in other disciplines. One faculty member in the fine arts visited many galleries, including one of the more famous ones in the capital city of Beijing while teaching in China. The participant brought his artwork to China and showed it to the gallery owner. As a

result, the owner of the art gallery was very interested in the work and offered him a solo exhibition in Beijing in June 2009.

Presentations and Conferences

Many CCEP participants, who did not form solid research proposals before teaching in China, planned future research or made formal presentations based on their experiential learning in China. One participant remarked:

I am thinking of giving some presentations on my Chinese experience after I sort out my pictures. I have so many pictures. I want to integrate them into the presentation of my Chinese experience... I am already thinking of giving a paper at some conference (4).

One participant had written a paper and presented it on campus called “Body-mind Work and the Mysticism of Everyday Life.” In this paper the participant described “how daily training in Chinese martial arts and meditation over a number of years had shifted her awareness,” and through the lens she saw the world and herself had changed. This participant felt that “these experiences of transcendence have been quite sustaining in difficult times in my life.” (8)

Another participant made a presentation to the National Productional and Operational Management Society the year after returning from China with focus on, in her words, “my experience and my perceptions of [Chinese] operations compared to U.S. operations and what I think about them five or ten years down the road” (12). Following the China trip, she also became involved in an African international program on campus, took two trips to Africa, and was also working on research with graduate students.

Another faculty participant from fine arts noted new ideas and inspirations that resulted from teaching in China:

Professionally, the possibilities of collaborating with professors in China make me want to do a particular research study, so that is affecting my work now. And also some of the arts I saw make me want to have a show. I am looking forward to creating a show perhaps in three years. So there are a lot of professional things [in China] that just keep resonating for me to experience, and I am hoping to be able to continue them (17).

The findings of the impact of CCEP on faculty research show that among the 18 participants, one participant (who has been conducting research on global perspective for several years in several countries) will integrate the China research findings as a chapter in the book she is writing, while another participant in the fine arts will have a solo show in Beijing in June 2009. Another participant collaborated with a Chinese colleague on literary translation and held a public reading, while another participant is in the process of collecting data for research purposes. Three participants made formal presentations, and one is planning to integrate materials gathered from China to make a presentation.

Impact on Service and Efforts to Internationalize Campus

Service, like teaching and research, are expected from all faculty members on campus. Besides integrating their China experience into teaching and research, the faculty provided service to students outside the classroom, engaged in conversations with their colleagues, and broadly contributed their international knowledge and expertise to the campus community. In general, the impact of the participants teaching in China on faculty service obligations can be arranged into three parts:

service to students, service to department and college communities, and campus and community-wide service.

Student Service

Faculty service to students often comes from their teaching responsibilities, but because of their deeper appreciation of international education and increasing cultural awareness, the faculty became involved in connecting with, encouraging, and advising both local and international students.

One participant spoke of his connection with a Chinese work-study student in the department whom this participant had little contact with previously. As a result of teaching in China, he is now invited to all China related community activities by the student. Another participant also noted his service for international students:

[Teaching in China] has changed the type of things I do at [my home institution]. I am now more involved with the international students. You know, we have students from France and from China. And because of my experience [in China] I am more involved in helping these students (16).

This comment echoes those of other participants. As one noted,

We do have international students and I related differently to them. We have a lot from Malaysia, but most of them are ethnic Chinese. I understand now [they] consider themselves *Huaren*, culturally Chinese, even if they are citizens of Malaysia. Yeah, [China] helped me somewhat to see their perspective (14).

All faculty participants in CCEP, with no exception, have shared their experience teaching in China with students in various ways and encouraged their students to participate in international travel and study. Participants are clearly aware of their influence on the students. One CCEP faculty member observes:

We are their advisors. We encourage them to go abroad or not. The faculty can be significant positive contributors to get more students to go abroad. I think that it may be the single most important contribution to get students to want to do it, if they see faculty members doing it (11).

Students recognize faculty who are actively involved in international studies, and often seek their advice. "I think the students know my interests so several students have come to me," one participant notes, "I am a faculty adviser for students doing internships at the [international program] this summer" (6).

In order to promote inter-cultural understanding, some CCEP participants strongly encouraged their students to go abroad, particularly to the countries that provide greater cultural contrast. One faculty member is very specific on this point and commented: "You know I even tell them don't go to Europe. What is the point to go to Europe? Go somewhere [else], experience a different culture in a different area" (2). Similarly, another participant said:

I always encourage students to think about studying abroad and I especially encourage them to go some place where English is not the language. A lot of students, you know, just go to England and Australia, which you can learn a lot from, but you could learn more if you are willing to tackle a foreign language (10).

On the one hand, the advice these two participants provided seems to contradict the significance of student traveling abroad. On the other hand, advising students to study and travel in countries with greater cultural differences did not diminish the value of visiting countries with a similar cultures, but the larger the gap, the more impact it can make on students. Another participant found: "I tend to encourage them

to go to a culture where they don't speak English, you know, the further away from their comfort zone, the better" (7).

In addition to advising students, CCEP faculty participants also provided service to students by attending student orientated and organized activities. One participant was asked by a pharmacy student organization on campus to make a presentation about China. This participant found that among the thirty-five attendees, "a lot of them would like to have had the opportunity to do a rotation [in China]." Although time did not allow this participant to create a new course, or set up a new program so that students in the major to do a pharmacy rotation in China, the potential does still exist and hopefully with more faculty from the department involved, the students wishing to do a rotation in China will be allowed to do so (10).

Several participants also noted the connection between the CCEP graduate teaching program and the CCEP faculty development program. These faculty participants thought that the two-part approach contributed significantly to campus internationalization. After hearing these participants share their China teaching experiences, some students were motivated to apply for the CCEP graduate teaching program in China. One participant commented that "students are very interested in what it was like, and we have encouraged several graduates [from the university] to go over to teach [in China] this year" (9). Another participant added how pleasant it was to see some of her students in the CCEP graduate teaching program:

Several of my students either have gone to teach in China after they graduated or are planning to go, which is somewhat unusual for the [science] student because often students who major in international relations and language program [do] something like that. So it is

wonderful to see our [science majors] waiting a year before going to graduate school and going to China to teach English, and having fabulous experiences (8).

One graduate, a former student of this participant, wrote a letter to the faculty member and shared her own experiences teaching in China. This graduate and faculty participant happened to teach at the same Chinese university. For this faculty member, teaching in China was a wonderful way to bridge the student-teacher divide outside of the classroom. The faculty participant thought:

What a great experience that in addition to teaching Chinese students, the program creates a very nice way for students and faculty to connect over something that is not on the test, you know, to connect over the experience in China or something they like to do in China (8).

Indeed, having both graduate and faculty teaching programs exist in parallel made a more positive impact on students, faculty, and the campus community in ways that a purely faculty-based program could not.

The enthusiasm of many students from this university for international exchange is not simply the result of CCEP faculty member encouragement, but the modeling of internationalization. This is a powerful way for others to learn, and this modeling has made an equal impact on both students and their colleagues at the university.

Faculty Service and Collegiality

One of the most frequent service contributions that faculty participants made to the university is encouraging their colleagues, both in and outside their department, to travel internationally. One participant engaged with his colleagues about how to “create ways to get faculty more involved and to get faculty to think

more about international issues in research and in what they teach in classes” (11).

One participant commented: “I have been encouraging my colleagues. We actually have one or two junior faculty who are interested” (8). When encouraging their colleagues, the participants emphasized the significance of the opportunity:

I talked about it a fair amount with others, and I am encouraging more people to go. This year, [one faculty member] is going, and I think [another one] is going next year. So mainly what I have done upon returning is emphasize that others should go because it is such an overwhelming experience. I found China to be a more different place than almost anywhere I have ever gone. And I have gone a lot of places including some pretty remote and tiny villages. China is a strangely different country...I really try to get people on the faculty at [the university] to go (6).

For this participant, cross-cultural education and international experience is an essential part of intellectual growth, and for some it is hard to imagine a faculty member with little interest in international activities. Another participant shares this same view:

They are talking about China being a communist country, but when I was there, it was difficult for me to reconcile what I was seeing. I mean commercials all over, products, you can buy everything you want to buy. That is why I encourage [students and colleagues] just have as much international interaction, as much international travel, as possible, because that is how we begin to deal with our own stereotypes, our own biases. (11)

When discussing the reasons behind encouraging their colleagues to teach in China, one participant thought his colleagues who had not made any move to seek out first-hand information outside the USA, particularly when it is within their teaching and research area, tended to make assumptions and gross generalizations that could be “completed skewed.” This participant used an example to illustrate the importance of

having actually been immersed in a culture rather than just reading about it through books:

Just take the arts, as an example. You can read about it, but you really don't get it until you actually [go there and view it]. It is huge difference, I mean, it has significant impact having a very personal contact with them (7)

In addition to presentations and informal conversations with colleagues, one participant wrote the “China Chronicles” while teaching in China and shared them with anyone who requested them: “I gave a presentation on [my trip] to my colleagues. I shared the chronicle with faculty who has asked for it” (15). Having personally and professionally benefited from teaching in China, these faculty participants have been very generous with their time sharing their experiences and encouraging students and colleagues who are interesting in teaching in China. They know that cross-cultural understanding ultimately benefits the students, faculty, campus, and community.

Campus and Community Service

Upon returning to the home institution, faculty participants engaged in different international activities and programs to promote international education throughout campus and in the community. Some engaged in conversations, some created electronic files, and others initiated international activities. The level of involvement varied, but each faculty member made service contributions in his/her own way.

Most commonly, participants found sharing their experience both on and off campus helped to inspire others. One participant commented on this point:

“Sometimes in conversations, when they find out I went to China, they asked a lot of

questions. They were inspired. They wanted to go. It inspires students, faculty, and even the community” (4). Although not systematically planned like the integration of Chinese teaching experience into the curriculum, sharing information with the community affects people outside academe and can benefit society. Besides making China related information from her trips available online, currently this participant is also working with Chinese colleagues on databases that will serve the students and faculty at both the home institution and the host Chinese institution.

Several other faculty members became involved in other international programs shortly after their return from China. One participant sent an update saying since the interview, besides being on the Board of Directors of the Iowa Asian Alliance, she has “been very involved in creating and organizing a week of activities in the fall at the law school entitled “International Law Week.” As this participant described her role in Fall 2008:

I assigned the students some factual background reading on the situation in Darfur and pertinent statutes from the International Criminal Court regarding genocide, crimes against humanity, and war crimes. Students also read a brief summary describing international law principles and an article about United States’ attitudes toward international criminal courts and tribunals. I showed a short video about the atrocities in Darfur and then discussed what crimes could be charged and what role the U.S. should play in addressing these types of international problems (6).

Another participant helped to establish programs for pharmacy students in Africa. He commented: “It is fascinating [that] I am collaborating with Africa now. They are gonna have a master’s program in pharmacy [education]. I will be teaching there” (2). In addition to helping to set up the rotation program in South Africa for pharmacy

students, this participant is working with another faculty member on writing a grant for student internship programs overseas. The desire to provide more opportunities for students drives these participants to dedicate their time and effort to set up international exchange programs. Anyone who has initiated international programs understands the tremendous amount of work involved.

One participant, with her increasing passion for Chinese culture, has led a travel Summer Study and Travel in China program for two summers since her return (with the third trip planned for May 2009). Following her first short-term teaching assignment, she was asked by the Provost to co-lead a group of retirees to China for a continuing education program called The Ray Society. On her second trip to China she led a 5 credit Summer Travel and Study Seminar in China with 23 participants (including three from the community). Students from different majors participated, including those from pharmacy and psychology. Besides taking classes in a partner Chinese university and holding seminars with Chinese guest speakers in different fields, the group traveled within China. Not only did the students feel the cultural contrast between China and the U.S., but they also experienced first-hand the cultural variation in China by region as the group traveled from the north to the southwest (including a visit to Tibet). Many students experienced cultural shock but found the trip life changing (8).

Compared with an international travel seminar, setting up a rotation program on site can be even more challenging. As noted earlier, the participant from the pharmacy school quickly assessed the differences in pharmacological practices in

the U.S. and China and hoped to set up a new program. He not only expressed the concern that “most people who are practicing as pharmacists [in the U.S.] don’t understand how they can be impacted by a globalized world, they don’t see how they are at risk from that (10).” He also felt the need for Chinese institutions to learn western pharmaceutical practices. He found that China used “more basic science, and was chemistry oriented, while pharmacy in the west is becoming more of a social science. Communication and people skills are mattering more and more in our curriculum.” This CCEP faculty participant saw the significance of having exchanges that mutually benefit both Chinese and American students. So the participant talked with the dean, the provost, and the director of CCEP once he returned from China, but since the China side was not ready, the participant shifted his attention to other countries, although he still hopes that the dialogue will continue: “I still think it would be a great idea for the [Chinese institution] to have some people come over here.” Meanwhile this participant initiated a new pharmacy program with South Africa for fourth-year students and was in the process of organizing a short course for students from all majors on “global health care, policy, and ethics in the developing world” (10). Moreover, the post-interview update this participant sent to the researcher noted: “I will be on sabbatical from July 2009 to July 2010 doing a Master’s degree in International Public Health at the University of Queensland in Brisbane Australia – in some ways, yet another byproduct of my China trip” (10).

The international programs and activities the faculty engaged in affected many students on campus. Similarly the following participant has been actively participating

international activities, in addition to creating new classes and conducting research in China. For example, this participant attended a talk on U.S.–China relations organized by the Center for Global Citizenship and facilitated by a student group (11).

Other faculty participants engaged in campus and community service by bringing international scholars to campus. For these participants, it was time to shift his attention. One participant noted:

International issues, global issues have become interest of mine. I am still primarily interested in educational, urban education inequality in U.S., but I am beginning now to expand my thinking to include the global, geopolitical, social geopolitical economic forces that also impact what happens in the U.S. (11).

Many other participants, who felt it important to hear views from different cultures, support this view. Most faculty felt the faculty exchanges meant that more effort should be made to bring Chinese faculty members to this American university. One participant observed: “I think it is part of faculty’s role to try to encourage international scholars to come here as well,” and that it was important to “at least be exposed to international scholars and understand that America is not the only place in the world to go to college and scholars really do work outside of America” (5).

As a result of the effort of another participant, a Chinese faculty member was able to visit this American university and conduct a series of activities on campus in January 2009. During the interview with this CCEP faculty participant in November 2008, nobody knew for sure if the Chinese visitor would be able to come or if the funding would be approved. With the support of CCEP and the university, this

Chinese faculty member did visit the home university in the U.S. on time and participated in a series of activities that this participant planned (15).

Another participant, who commented that teaching in China had opened possibilities in teaching and research, also plans to invite a Chinese professor from her host Chinese institution and to collaborate since they both teach 20th century Chinese art. This participant felt the CCEP exchanges benefit both campuses, and she plans to continue to be a liaison. As she observed:

I could be a link, kind of liaison between China and United States in some way I hadn't realized until I got there. I am talking to [the director of CCEP] about bringing one of the faculty members from [the host Chinese university] to [our university], probably during the Chinese holiday to teach for a month (17).

Similarly, the following participant engaged in conversations with the host Chinese institution and local businesses. In many ways, this participant also became a bridge between two cultures. As the participant observed: "The [Chinese university] is very interested in some official function with [the art gallery]. It is a well-respected gallery in Beijing. I am fortunate to be a kind of glue between the commercial world and the [Chinese] university." While teaching in China, this participant sat in department meetings and observed how well colleagues in the art department at the host institution worked together (18). This participant remarked, "to get any a real productive relationship with any institution in China, [visits must occur] more than once" (18). Indeed, in order to build and strengthen the relationship between two institutions, particularly across cultures, more effort must be put in, and hopefully the collegial and institutional relationship will be solidified through the efforts of these

dedicated CCEP faculty participants, and that through them more internationalization can occur on campus.

Figure 2. Impact of Teaching Experience in China on Faculty Participants

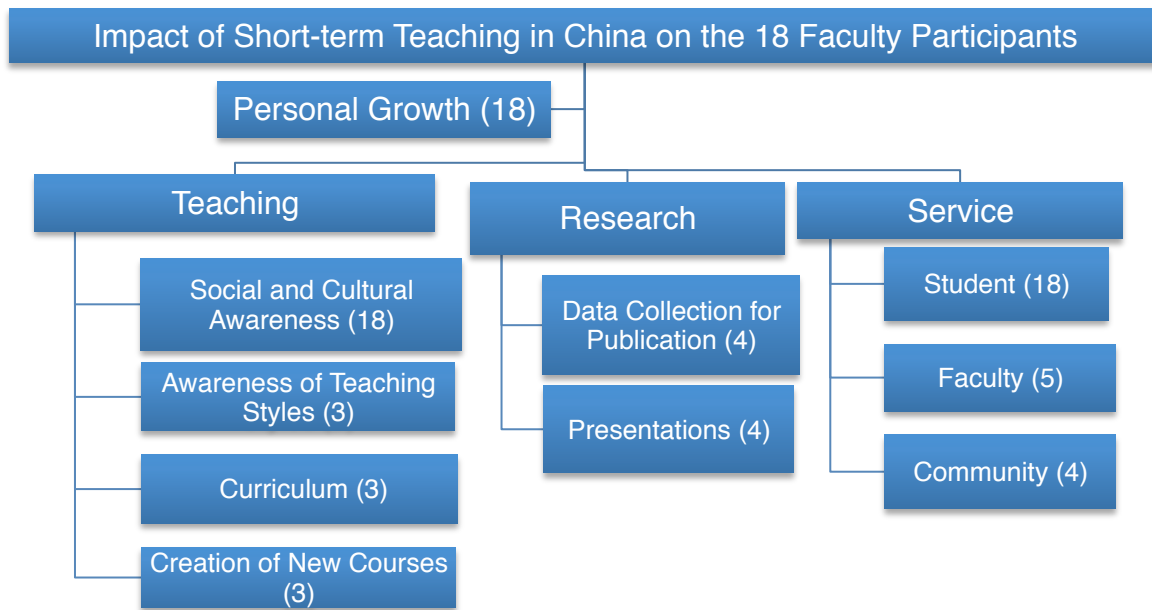


Figure 2. Impact of Teaching Experience in China on Faculty Participants: impact on personal growth on all 18 participants, impact on teaching (18 in social and cultural awareness, 3 in awareness of teaching styles, 3 in curriculum, and 3 in creation of new courses), impact on research (4 in data collection for publication and 4 in presentations), and impact on service (18 in student service, 5 in faculty service, and 4 in community service).

Impact on Personal Growth in Connection to Professional Development

Faculty often cited the cultural impact of teaching in China on their professional development. However, some mentioned that it was hard to separate the personal impact of the trip from the professional impact. This section focused on the impact of teaching in China on faculty personally, which ranges from awareness of their personal lifestyles to their interest in international relations.

One participant, new to international travel, felt that there was “so much to share and so much in common, but so much to learn from each other” on personal level (1). The cultural exposure helped this participant to encounter a new worldview.

Indeed, there were many instances of culture shock that CCEP participants shared. One of them witnessed girls walking hand in hand on campus: “I held this preconceived notion about women holding hands because that is not something we see a lot in the U.S. My own bias is playing out, thinking I was never aware that... you know...lesbians prevailed in China” (11). Although a superficial observation, it does reveal the lack of basic understanding of Chinese culture by this faculty member. Another participant, who was reluctant to travel to China “due to negative perceptions of family dynamics while growing up in Chicago,” stated: “I have much more favorable impression about what it is to be Chinese” (18).

This kind of personal development naturally affects the people around them, including their family members. One participant engaged in interesting conversations with family members during the Olympics and the protests in Tibet in 2008. As this participant stated:

The Chinese needed to have the Olympics to realize that they are on the international stage. And I don't think it will change Chinese behavior quickly, but I think they will realize, maybe for the first time, that people are paying attention to China (10).

This participant thought the attention brought by the Olympics was a great learning opportunity for the Chinese, and that it helps them to realize that China is “now part of the globalized community and we need to pay attention to these issues” (10).

Indeed, the 2008 Summer Olympics were a great opportunity for people around the world to reexamine China's place on international stage. Several participants commented that Olympics, was a great self-reflective moment for the Chinese, and it was also a reminder for the rest of the world that there are other cultures and people living in different parts of the world that we should pay attention to if we want to be informed about the world we live in.

As noted earlier, the faculty became more aware of their cultural biases and more inclined to explore other cultures. One participant remarked:

Definitely, my day to day curiosity about China is elevated now that I have been to China. I took my family to Chinese New Year, and I actually looked into a Chinese language school for my daughter and son. We haven't done it, but we have programmed it into our plans for the fall [2009] (3).

This participant plans to accompany her children to Chinese lessons to gain a shared activity of interest with them. Furthermore, this participant also applied for Fulbright scholarship and won the award. She framed her application in terms of how teaching in China impacted her classroom pedagogy. Two other participants also started to learn Chinese after their first trip to China.

One participant, with a Chinese background, was surprised to discover religious faith in his Chinese students. This participant remarked: “I wanted to go to temples and the minute we get there, students grabbed incense and pray[ed]” (7). This participant learned that there are certain things built into Chinese culture, like religion which can not be removed no matter what the era or political movement. One participant, who is always attentive to how the American media portrays of other countries, commented that having lived in other Asian countries that the China experience again reinforced her previous belief in the positive side of humanity (13). Another participant noted: “It gave me an entirely different idea about China. I don’t know a lot about China, [although] I am not a student of that culture or anything. I read some things [but] I have friends who lived through the Cultural Revolution. So I had some feelings about China.” This participant thought anyone going to China would notice how fast the country is moving and she was struck by the high spirit of Chinese people, which is “so strong and so powerful” that the participant felt “China will take over the world.” (5)

The fast pace of change in China also struck another person, the only CCEP participant who visited China over a decade ago as a tourist. She noted:

On a personal level, I was shocked by China. I haven’t been there since 1989, 1990. I was just blown away about what is going on there. [It is] almost indescribable to see the metamorphosis that it has gone through (6).

This participant noticed the dramatic changes in mentality and appearance of this generation as well:

When I was there before, I was really very foreign both in how I appeared externally and also by how I thought. But I don't think there is such a big gap any more between approaches to life and ways of thinking (6).

This participant added: "We read in the news about China as a world power, a rising world power. But I feel that if people haven't gone over there, then they don't quite take it seriously, and they need to." For these participants, teaching in China impacted them personally and broadened their worldview (6)."

For some participants, the fundamental impact of teaching in China was professional development built upon their personal growth and understanding about the people in the world. The CCEP participant who returned from China to study the literature, philosophy, and spiritual traditions of China noted:

It is hard to say how my experience in China affected me the most in terms of my personal growth. Has it affected my teaching the most? Has it affected my relationships with students the most? I don't know how to separate them because the changes in each of those areas are reflected in the others (8).

The overall change in the life of this participant has been profound as the participant expressed. For her, everything else is a reflection of personal growth: "teaching, in the long run, is more a reflection of that, our relationships with students and colleagues are reflection of that, my insistence and determination to actually practice a spiritual path is the reflection of that." As she stressed, "the effect on my teaching is quite substantial" (8). This sentiment echoes the views of another participant that although international teaching definitely benefits faculty professionally, "really you learn a lot about yourself, and your own perception, your own biases that you have" (11).

For the participants, teaching in China provided an opportunity to self-reflection that informed professional development. However, the personal transformation resulting from teaching in China informs the impact they have on students' perception and worldview, thereby helping to prepare them to be critical thinkers and informed global citizens.

Faculty Development and Campus Internationalization

The impact of teaching in China on faculty was examined through the lens of their teaching, research, service, and personal growth. In addition, participants expressed the significance of faculty development. In this section, the researcher presents her findings about how the participants viewed the need, value, and significance of faculty international development, particularly in relation to China, the role these participants have played in helping to internationalize their courses and the campus, and finally the role of CCEP faculty international development efforts in internationalizing the campus.

Faculty Development in China

International development, broadly speaking, must start with one nation and extend to two or more. Indeed, "if there is no relation between nations then 'international' has no meaning" (Harris, 2008, p. 346). For this American university, China was a target nation for international faculty development. Some participants further stressed the importance of teaching overseas, particularly in China. These faculty participants viewed their teaching in China not just as an international adventure, but a symbolic move to connect teaching and research, as well as the

campus with the outside world. By doing so, CCEP faculty participants have become active participants in the world. As one participant noted: “We live in globalized world, and we need to understand each other better so we need to be in each other’s countries” (14). For this participant, teaching in China was “a very important aspect of enhancing education” (4). This participant in fine arts observed that some of his colleagues’ “exposure to nonwestern culture is very very limited” (7), and so having actually been on site helped faculty members to understand the relationship between the art and space that is easily lost on printed pages.

Similarly, another participant, who had only traveled to Europe once, commented that when she got to China to give special lectures and saw people were “more hungry of the knowledge I have, it made me feel extremely useful” (17). Moreover, by being in China, participants gained face to face interaction with the students, colleagues, and people both inside and outside academic world in China, all of which helped them to defeat their skewed understanding of China based on media bias or lack of information. One participant commented, “I think we have the ability to stretch our minds” (6), and teaching in a developing country like China presents “an opportunity to look at the world around us, [and] it is really something very unlike life here in the United States” (6).

Of course, CCEP participants could have traveled to China on their own and gained some international insight that might impact them personally, but as this participant described:

Even if I have traveled a fair amount, that trip really impacted me because I went as a professional and engaged on that level with people

there. It affected me in a different way. I can't think of anywhere that is changing as fast. Brazil is changing pretty fast but China is like nowhere else (6).

This participant rightly distinguished personal travel and travel for professional development. Such observations echo another participant's: "They have what...1.3 billion people in China? They have small cars, they go on vacation, they go to restaurants, and they do all the things we do. They have gotten to that point in 20 years. It took us 300" (10). This participant thought people in the U.S. should also pay closer attention to the rapid changes of China: "I think going to China for anybody in the United States opens up a whole new world, and a new way of doing things, a new perspective on things." Moreover "going to country like China, a very old country with very long tradition is an enormous experience [that] broadens one's idea what the world is all about." This participant felt that all people in the U.S. "need to see that things are done differently elsewhere" so they can understand that "the things we take for granted are not necessarily the way things are done elsewhere and may not be the best" either. This participant observed that visiting China "is also very helpful for people who have to deal with international students who might think it is kind of strange here, and you can understand more readily if you have some ideas how things are back there" (10).

Staff members, no doubt an important force on campus, can also play significant role in international students' lives, and their international education is also part of campus internationalization. Both help international students to adjust their life

in the U.S., and hopefully can prevent violence on campus such as that at Virginia Tech in 2007.

For these participants, international teaching has no less significance than going to a conference, which is required for faculty development. One participant observed: “If you can gain benefit by meeting locally, regionally, and nationally, naturally you learn internationally [on] a larger scale” (4). Another participant stressed that more faculty should expand their global views and the best way to do so is to get out of the country as part of ongoing continuing education. As this participant noted: “you are alert and attentive when you go abroad. You continue to be educated; what could be more valuable than that for a faculty member?” (5). This participant found that the international understanding faculty gained from teaching abroad helps them introduce globalization into their courses. This trend the participant would like to see the university embrace (5).

One CCEP participant also pointed out the general view faculty has for international travel prevents them from going overseas: “I think Americans in general are so tied to their possessions and the image of certain kind of financial life they have to lead. I think many more people could [teach abroad] if they wanted to” (5). And, with CCEP, participants were funded. All of these participants indicated that teaching in China provided them an opportunity for intellectual, emotional, and personal growth and allowed them to be a more active in the greater global world and in turn advance campus internationalization.

Role of Faculty in Campus Internationalization

Research clearly shows the significant role that faculty play in the infusion of internationalization across campus. Previous sections of this study have demonstrated the direct impact of teaching in China experience with CCEP on faculty participant teaching, research, service, as well as personal growth. This section focuses specifically on how these faculty participants view their role in the infusion model of campus internationalization.

Through CCEP, faculty members were able to build meaningful relationships with students. Faculty members with international backgrounds were able to deliver more powerful lectures because they can present a more complete picture of global issues. This participant thought students “will want to do something if they know somebody that has been there before.” Such relationships arouse students’ curiosity in exploring on their own (7). Another participant commented that it is a “critical role that the faculty plays” in internationalizing the campus. Although not every faculty member is interested in globalization, one participant noted:

It is critical to have a substantial group of faculty who see international issues as important, helping students, faculty, and staff to become active in those things. So I see myself certainly not as a leader in that effort, but as a member of the faculty who prioritizes these issues (8).

This statement further supports research findings on the significance of faculty roles in campus internationalization, for “only when a substantial number of faculty members actively participate can the institution provide students with diverse international learning opportunities that are fully integrated into the educational process” (Green & Olson, 2008, p. 69).

Faculty Development in Campus Internationalization

As revealed in earlier chapters, some of the faculty participants have taken a very active role in campus international activities, and four have initiated or led international programs overseas. Teaching in China then was a catalyst that helped them adjust their attitude toward international teaching, particularly in developing countries, and increased their confidence in international program development. As one participant observed:

I think the first time you do an international [exchange], particularly where its cultural difference is significant, you have a lot of questions, maybe even intimidation. Is it going to positive? How is it going to be? What is my experience going to be? And I think once you experience one time and it's been a positive experience, you came back with the kind of fire that motivates you to seek other opportunities. I think the China program was really a catalyst (12).

Like most of the participants, she never traveled in developing countries before, but this participant has since gone to Africa, and few other places. One participant said: "I become more confident. Now that I have taught in two different places outside the United States, I could go for a year and do a faculty exchange" (3). Another participant, while sharing the accomplishments of setting up other international programs, acknowledged that China was the first developing country he taught in outside of the western world. It was a "confidence boost" and "a good place to start." After teaching in China, this participant felt confident enough to travel to different continents and set up different international programs (10).

Another aspect that participants pointed to about the CCEP program was receiving international visitors from host institutions. One participant explained:

I think the most effective the exchange can affect campus directly. In addition to extended learning, they can bring back faculty from those countries, [and] introduce the faculty from their exchange country to Des Moines. I think to establish an international presence [on campus and in the community makes] a real faculty exchange (18).

This echoes other research findings that a good practice of campus internationalization should consider “two-way benefits” of both parties and “equality in relationship,” and that “all partner institutions must be considered equals, with none seen as a ‘country cousin’” (Green & Olson, 2008, p. 89). Therefore inviting faculty members from the host institutions provides equal opportunity for both parties.

As result of CCEP faculty exchanges, ten Chinese faculty members from partner institutions were invited to campus from 2004 to 2008, and they were all funded by either the Chinese government or their home institutions, though the university provided office space and use of campus resources. Their trip to this American university mainly focused on receiving more academic training in their discipline, not teaching. Four of them took classes and participated cultural activities on campus and in the community, while four others were placed in academic departments. Among these four, two worked closely with faculty at the American university and collaborated in teaching and research.

One of these Chinese faculty visitors even built a close relationship with a faculty member at the home university and encouraged him to take advantage of the opportunity to teach in China. As this participant noted:

I got to know [the Chinese faculty member] when I was at [home institution]. When I got that offer, [she] was the first person I went to talk to. [She] encouraged me. [The Chinese faculty member] was somebody

I like and respected quite a bit and [the Chinese faculty member] is a huge part of [my decision to go] (16).

This Chinese colleague made great effort to make sure this new CCEP participant had a positive experience in China (16). Chinese faculty members have helped facilitate and strengthen the relationship between this American university and their home institutions (the CCEP partners in China).

As mentioned, all of the visiting Chinese faculty from China between 2004-2008 were sponsored by Chinese government or by their home institution. However, this American university sponsored one Chinese faculty member in January 2009. This exchange originated because of a translation project. The Chinese faculty member translated some of a CCEP participant's creative writing into Chinese. This participant made a series of arrangements for the Chinese visiting faculty on campus and in the community, including a bilingual reading of the translation. Another CCEP faculty participant received funding to return to China in the summer of 2009 to work with a Chinese colleague that she met during her first trip in China. Research shows that international collaboration is one way to enhance international learning because such collaboration "falls on a spectrum from a personal interest for initiating activity to co-option through an institutional programme" (Higgitt et al., 2008, p. 127). Actually bringing more Chinese colleagues to the home campus exemplifies the efforts of these CCEP faculty participants who took the initiative get their Chinese colleagues to campus and build a true two-way exchange.

Many participants commented on the snowball effect the faculty development had on campus in terms of internationalization. For instance, one person noted stated:

With the China program, now we are getting more academic courses focused on other countries like Africa, Central America, and China. I think [one participant] takes a group of students to China. I think we are starting to see more and more of that, taking students into other cultures. I think as we provide more and more of those opportunities, I think we are just going to see them kind of escalate. For students to be able to experience those international cultures, either by them being brought to them here at [the home institution] or by them being able to go to another culture I think is very valuable (12)

Besides faculty more actively engaging in international programs to other countries other than China and graduates being encouraged to teach in China, more Chinese faculty and students are visible on campus as well. As one participant observed: “I think the fact we are getting more Chinese students is a good indication of the kind of changes taking place” (12).

Some of the faculty participants have become the frontline in promoting international education on campus, and their courage and forward looking spirit has made them a leading force in internationalization through their teaching, research, and service. These participants understand that it is a privilege to be at a university that supports international programs. As one participant noted:

I think it is really wonderful the school could help and support faculty exchange... It gets students excited, it gets you excited about teaching and talking for these cultures. For someone like me teaching cultures, this is a great, wonderful opportunity. I am happy [our university] has this program (13).

Witnessing the impact and influence of CCEP on faculty development, participants hoped to see the program expand:

I think the university should continue to push this program, and maybe try to get some more faculty to think about making the commitment and time. I mean it is only a couple of weeks. Often people go to conferences, stuff that can be the same amount of time. I think they just need to encourage more faculty to make the time to do that because I think it is beneficial on the personal and professional level (10).

With the leadership of these CCEP faculty participants, and the continuous effort and enthusiasm they have for international education, more internationalization can be infused through the campus. As one participant observed: “These days the world is so small, like a global village,” so the concept of internationalization today “means home” (4).

Summary

As presented above, the interconnectedness of personal and cultural understanding, and professional growth in their teaching, research, and service has been made apparent. The findings of the study show that the motivation for the 18 faculty members to participate in CCEP included personal interest and professional development. All participants indicated the short-term teaching experience increased their cultural understanding and affected them professionally on different levels in terms of teaching, research, and service. Among the 18 participants, three stated that the China experience made a direct impact on their teaching style; three created and taught new courses, two made arrangements to invite their Chinese colleagues to the United States to co-teach, four collected for current and future research; while others integrated their China teaching experience into the classroom in various ways and to

varying degrees. One participant felt that teaching in China aided her in winning a Fulbright scholarship to teach in Central America. Another outcome is that teaching in China provided an opportunity to bring faculty members from all disciplines around the campus together, including those who normally do not interact with each other.

Chapter 6

SUMMARY, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

This chapter provided a summary, discussion, and conclusions derived from the central findings of this study of the impact of faculty short-term teaching experience in Chinese universities on changes in participant's teaching, research, and service to infuse internationalization across campus. This chapter also provided future recommendations for CCEP faculty development and for campus internationalization at this Midwestern university, as well as for future research.

Summary of the Study

This qualitative case study presented findings of the short-term overseas teaching experiences of 18 American faculty members in China, and the impact of these experiences on efforts to internationalize a Midwestern private university through changes in their teaching, research, and service. 18 faculty members participated in this study. The 18 faculty represented five colleges and the library, and their collective teaching and research areas include: psychology, pharmacy, law, fine arts, English, education, business and economics, and culture and society. Only one participant had visited China previously (over a decade ago as a tourist), while the rest of the participants had never been to China and half the participants had never been to a developing country. The participants delivered lectures and/or taught for two to three weeks at eleven partner Chinese universities in six cities (Beijing, Tianjin, Nanjing, Shijiazhuang, Chongqing, and Zhuhai) in May and June from 2005 to 2008. Among the participants, three taught two-week long credit bearing courses

with the number of students in each class varying. The rest delivered three to five lectures over a one to two week period. The data collection through face-to-face and phone interviews, as well as updates via e-mails, took place from October 2007 to February 2009.

The summary of this study below was guided by the following research questions:

- What motivated the faculty to participate in the university's CCEP program and to teach in China?

The motivation for these 18 faculty members to participate in CCEP varied but included personal interest and professional development (in terms of teaching and research). On a personal level, many desired to travel and satisfy their cultural curiosity, while others simply wanted to expand their knowledge of East Asia. Professionally, participants were motivated to teach in China to enhance their teaching, research, and community service. Despite the variety of motivations, all CCEP faculty participants traveled during, and/or after, their teaching assignments with no exception. Some did so extensively, while others traveled for short periods to nearby cities. The interactions that resulted from teaching in China impacted CCEP participants both personally and professionally.

As the demographics of the participants show that half of the faculty participants had taught course content with close ties to Asia and some directly related to China. For some participants teaching in China provided a timely opportunity to experience what they would know only through textbooks or the media,

and to introduce American culture to Chinese students. Others had planned research and collected data while teaching in China. Despite the participants various motivations to participate in CCEP, all mentioned the fact that the increasing role China has been playing on the international stage heightened their desire to see the country.

- What were the faculty perspectives of teaching in China?

Faculty participants overall viewed their experience teaching in China positively. Despite the many types of professional interactions, faculty felt that they were received hospitably. They found that Chinese people at the host institutions were collegial and their students were enthusiastic to learn. Depending on their discipline, participants visited industries, Chinese factories, companies, pharmacies, hospitals, and art galleries. Two participants observed that while they enjoyed the interaction with Chinese students, the coordination between the university foreign affairs office and the department they were teaching was not completely satisfactory (although both of them found the teaching itself, and the contact with students in the classroom, positive experiences). Regardless of the reasons for participating, the faculty agreed that the first-hand experience of teaching in China, and the interaction with students, colleagues, and people outside the universities during their personal travels had increased their understanding of East Asian culture, which benefited them personally and professionally.

- In what ways did their short-term teaching assignment at a Chinese university influence their teaching?

The impact of the overseas experience and subsequent change to their teaching varied among individual participants. For some, the outcome was direct, while for others it was subtle. All participants acknowledged that teaching in China increased their social and cultural awareness that helped them better advise and engage international students both in and outside classroom. Teaching in a different culture took the faculty members out of their comfort zones and challenged them to question their relationship with their students at the home institution. Their increased social and cultural awareness helped them to reflect more meaningfully on their own culture. Their contact with students at host Chinese institutions helped them to form a more objective view of Chinese students, and East Asian students in general. For instance, some participants talked about the stereotypical view of Asian students as passive learners that has prevailed in the west but which scholars like Turner and Robson (2008) challenged by pointing to the long tradition of philosophy in Asia that encouraged learning and questioning (a phrase is commonly used in schooling in China). Some participants talked about their fostered sensitivity toward international students at their home institution. In addition, participants gained a greater understanding of Chinese political and educational practices, integrated new ideas and materials into their classes, and developed new courses. Three participants noted that the China experience made a direct impact on their teaching style, three participants created and taught new courses, and two made arrangements to invite their Chinese colleagues to America to co-teach at the home university. Still others integrated their China teaching experience into the classroom in various ways and to

varying degrees. One participant felt that teaching in China aided her Fulbright application to teach in Central America.

- In what ways did their short-term teaching assignment at a Chinese university influence their research?

The overseas teaching experience provided an opportunity for some faculty to collect data for their current and future research. One participant applied for a grant to extend her data collection from China, and her findings will be featured in a chapter of the book that she is currently writing. Another participant planned to have a solo art exhibit in Beijing in June 2009, while a third participant collaborated with a Chinese colleague on a literary translation and held a public reading of it. Another participant was in the process of collecting data for research purposes, while three other faculty made formal presentations with one more planning to integrate the materials gathered from China to make an academic presentation.

- In what ways did their short-term teaching assignment at a Chinese university influence their service?

As for service, some faculty made formal presentations and others led informal discussions, but all of them suggested that they are more engaged in advising students about international opportunities, encouraging colleagues to participate in international programs, and exploring other developing countries. Four faculty subsequently co-led summer travel and study abroad programs. One of them created a rotation program for major students in Africa, while another co-lead a Summer Travel Seminar to China twice since returning.

- In what ways did their subsequent activities in teaching, research, and service contributed to campus internationalization?

While most participants expressed their appreciation toward the university for sponsoring their teaching in China and noted the resultant benefit to their students, five directly recognized the significance of having faculty participate in short-term overseas teaching or other international exchange programs as part of efforts aimed at internationalizing campus. Many participants felt that the integration of their experience in China, combined with the fact that they participated in CCEP, aroused their students' interest exploring China and other countries. Some of their students even participated in the graduate teaching program and/or the Summer Travel and Study Seminars in China and Africa. All of the participants hoped that the university would continue to expand the CCEP faculty development program, and provide some recommendations to the program for assisting with campus internationalization.

In addition, faculty developed an interest in international relations, especially current events regarding China and the U.S. They became more curious about the Chinese culture and international politics in general. Two started to learn Chinese, and one planned to enroll in a Chinese language school with her children starting in fall 2009. The faculty came to believe that their role as faculty members plays an important in infusing internationalization across campus.

Discussion

The findings of this qualitative case study support those of Gemignani (2003). In her study of fifteen K-12 American educators who participated in the Institute on

China and its Culture, Gemignani (2003) measured teachers' understanding of their experience (through 15 surveys and 7 in-depth interviews) and how that experience informed their professional practice. Gemignani found that the teachers gained new perception and increased knowledge about Chinese culture and society. They used their experience in China to better connect with their students, while a few added Asian studies into their curriculums. Similarly, this study found faculty increased their knowledge of Chinese culture and society, and that some integrated China related topics into existing courses.

While there are many similarities between both studies, the differences are significant. Gemignani conducted 7 in-depth interviews with teachers from different schools and in different grades. This study featured 18 in-depth interviews from faculty teaching at the same university. Green et al. (2008) found that faculty are essential in internationalizing a campus. The 18 faculty who participated in this study revised and created classes, conducted research in China, and led study seminars overseas for students and community members. Therefore their impact on campus internationalization should be viewed as a gradual and continuous process. In addition to the direct and subtle impact the short-term overseas experience made on the faculty's own teaching, research, and service, the faculty helped influence students' decision in terms of working overseas. For example, some of the faculty members encouraged their students to participate in the CCEP graduate teaching program in China. (Between 2004 to 2008, CCEP placed 81 graduates in teaching positions in China beginning with 9 in 2004 and growing to 23 in 2008). This echoes

research that shows higher levels of faculty involvement international activities increases student participation in international activities (Green, 2005), the more faculty infuse their experience in China into their teaching, the greater campus internationalization an institution can achieve. Another additional example is the number of Chinese international students studying at the host university more than doubled. While faculty did not bring Chinese students back to their home institution, their presence in China helped publicize the home institution (and Chinese students and their families are highly name conscientious when choosing an American university at which to continue their higher education). All of this shows that faculty participation in international programs like CCEP plays a critical role in the campus internationalization and that short-term overseas teaching does have a measurable impact on campus internationalization.

As Albert Einstein once observed: "Culture must be one of the foundations for world understanding" (1954). It is the researcher's belief that the 18 faculty will, in time, continue to encourage more colleagues and students to become involved in international activities and increase students' global understanding by contributing substantially to efforts to infuse internationalization across campus.

In addition, the researcher hopes that the findings of this study demonstrate the practical value of the short-term overseas teaching as faculty development tool in the effort to internationalize the university. Since the factors that affect the quality of international educational programs can be complicated due to unique circumstances (including the culture of particular institutions, the qualifications of the participants,

geographical settings, administrative support, the relationship among institutions, and so forth), when applying the findings of this study individual institutions should analyze their own circumstances in order to adapt the exchange program model presented in this study to their situation. For example, this university has gradually built strong relationships with its host institutions in China since the 1980s. Top administrators from both this Midwestern university and partner Chinese institutions have visited each other's campuses and have conducted other exchange activities. All of the exchange programs the university has also received strong support from local governments in China. Moreover, the provost, who initiated CCEP, visited China several times over a twenty-year period and both the founding director and assistant director of CCEP had higher education experience in, and significant understanding of, both cultures. It is quite natural that such a unique set of circumstances may not be applicable to other institutions. After all, this case study reflects one particular program at one particular institution.

Conclusions

The following conclusions are drawn from this study:

- Faculty participated in short-term overseas teaching assignments for a mixture of personal and professional reasons.
- The results of this short-term experience on efforts to internationalize a campus are both direct and subtle in terms of changes to teaching, research, and service.

- Short-term overseas teaching experience positively impact the personal and professional worldviews of the faculty participants.
- Short-term overseas teaching experience has a positive impact on campus internationalization.

The findings of this study shows that teaching in China made impact on the participants in various ways, from superficial cultural understanding (such as the phenomenon of hand-holding of girl students) to transforming spiritual realization. Further faculty impacted campus internationalization through subtle changes in their teaching, research, and service.

More opportunities should be provided for faculty reflection on teaching in China. It should not be assumed that all faculty reflect on their experience without structural encouragement. While the individual face to face interviews in this study provided an opportunity for the participants to reflect on their China teaching experience, more opportunities should be provided, perhaps immediately following their return and at six month intervals thereafter. Such reflection could take the form of discussions or workshops.

For the 18 faculty participants, the CCEP faculty development program opened a new window to the world. The infusion of internationalization across campus took place through a transformation of attitudes towards international students on campus, advising domestic students get involved in international programs, integrating international elements into faculty teaching and research, and creating new courses. Keeping up to date in one's field is something that every

faculty member should strive toward. The faculty participants all had access to current research through library databases and other venues, but personally being in China and seeing what is happening there, it becomes natural for them to retrieve that newly acquired information in their courses. To constantly update one's knowledge requires open-mindedness in embracing new ideas and perspectives, which may be contrary to existing ones.

The fact that all 18 faculty graciously accepted the invitation to be interviewed for this study and were so generous with time demonstrates their open attitude toward international education. Similarly, a new chapter has opened to the researcher. Through the systematic examination of the impact of faculty on campus internationalization, the researcher is inspired to continue to study the significance of cross cultural education and campus internationalization both theoretically and practically.

Recommendations for Further Research

Several directions can be taken to further this study. One would be to follow up with the same faculty participants interviewed here, as well as the new faculty participants of CCEP, to continually measure the impact of their teaching experience in China on campus internationalization, as well as to track campus internationalization over several more years. A second direction might be to research how this institution has made progress promoting international education and the degree of its campus internationalization through the overall faculty international development (beyond CCEP) it achieved over the last decade. A third direction would

be to conduct research on the impact of studying and teaching at the host university on visiting Chinese faculty. Fourth, a subsequent research project might discover how partner Chinese universities (through the eyes of Chinese administrators, faculty, and students) viewed the CCEP faculty exchanges and measure the impact of American faculty teaching on their campus. A fifth direction might expand the research regionally by including more colleges and universities in the Midwest to compare the impact of faculty international development on their campus internationalization efforts. Obviously, while some of these possible future directions would extend this study, most are beyond its current limited focus on CCEP faculty development and the infusion of campus internationalization.

Recommendations for CCEP Faculty Development and Campus Internationalization

In order to encourage more faculty to participate in CCEP and to create greater campus internationalization, it is highly recommended that CCEP continues some of its *modus operandi* but work to expand the program. Through the eyes of the 18 faculty participants and the observations made by the researcher, the following recommendations are made in hopes of sustaining and enhancing the CCEP faculty development program.

One of the highlights of CCEP faculty development is its tradition of openness that allows faculty to participate in the program without preconditions. As one participant noted:

One of the things that surprised me about [this university] program is that it is just so open-ended. Normally, you can get a grant to travel to further your research but you must have some tangible reason why you need to physically go to a particular place. To travel on the [university]

program, you don't have to be researching in China, you don't have to know a single thing about China. I think that is a great place to send people (6).

For this participant, going to China without any preset objectives, perspectives, or expected outcomes opened all kinds of possibilities for acquiring new knowledge and information. As this participant observed:

I was just completely open. I was a porous sponge. I think I gained more than I gave, that is for sure. It was an intense learning opportunity in the way that it was set up. I constantly had the ability to interact and ask questions. I had somebody to help me understand any question that flowed into my mind. That is a very unusual way to visit a place and I really appreciated that (6).

This participant pointed out one of the greatest advantages of the CCEP faculty development program: faculty from all disciplines with or without previous international experience, with or without any knowledge about China, and with or without a research proposal, can all participate.

Although it is important to balance former CCEP faculty participants with new participants, it is the CCEP administrator's responsibility to streamline the process to serve both groups. If a CCEP faculty participant wants to return to China a second time, the administrator must consider how the participant has contributed to campus international programs and activities, and how much this participant has integrated China (or other relevant international issues) into their teaching and research since the first trip, as well as the expected outcome of the second trip, which can be gleaned through informal meetings with the participant.

Another recommendation is to continue the tradition of sending an open invitation to all faculty on campus every year. Sending an e-mail to all faculty in early

fall calling for applications will give all faculty, particularly new faculty who know little about campus resources, an equal opportunity to apply and participate. An e-mail should also be sent to all faculty participants to give post-China presentations, and possibly a panel discussion that would be open to the entire faculty (and potentially the entire university). This not only would create an opportunity for CCEP faculty participants to meet and exchange ideas, but also for faculty across the campus who are interested in participating in CCEP, or simply interested in China, to attend and build collegial relationships and increase cross cultural interest throughout campus.

As many participants pointed out, unlike other international programs developed with faculty from particular departments or disciplines, CCEP is the only institution-initiated international program at the university with a focus on one country that is open to all faculty with no restrictions (other than the number of positions open each year). One participant expressed the appreciation about the open access of the CCEP faculty development program: “As a junior faculty member, it is hard to know what possibilities are available... But to go on the China program for two weeks was fairly easy. You are responsible for your course materials and everything, but it seemed much more doable. You could do that along with your other responsibilities” (3) because it took place the first few weeks of summer break and the arrangements were made by the CCEP office. The process of participating in other international programs both in and out of the university can be overwhelming. CCEP was initially designed to introduce and promote international exchange on campus. In order to

promote the program and encourage more faculty members to participate, CCEP faculty program application was easily to complete.

Given the leadership role CCEP has been playing, and the snowball effect the CCEP faculty development program has had in terms of internationalizing campus, great potential exists for CCEP to serve as a base for more international programs and activities across the campus, thereby helping to infuse internationalization throughout the university.

According to comparative research conducted by the American Council in 2001 and 2006, “overall, internationalization is still not a major element of most U.S. colleges and universities.” However, the 2006 study shows “most institutions are investing in international opportunities for faculty” (Green, et al., 2008, p. xi). Faculty development is one of the most essential components in campus internationalization. Other crucial elements include: commitment to international education in the mission statement, hiring new faculty and staff with international backgrounds, continuing education for current staff and faculty on international education, internationalization of the curriculum by faculty working across disciplines, and designated centers and departments to promote cross-cultural understanding to assist in student international development and exchange. In addition, a printed brochure of university international programs should be included in the new faculty orientation, and representatives from international programs across campus should be present at the orientation. Faculty, particularly new ones, should be periodically invited to participate in international informational meetings.

Currently, the university has several international programs. The international Services and Programs Office serves mainly international students and coordinates study abroad, the Center for Global Citizenship funds and creates campus international activities), the Chinese Cultural Exchange Program for China related programs and activities, and other smaller international exchanges within departments (such as School of Law). Faculty who initiate international activities normally receive clerical assistance from the provost's office. Although each office and program play a significant role on campus, the increasing demand for faculty-driven international programs, and greater student desire for international education, makes it essential to create a center for faculty and student international development that would unite all international forces on campus and maximize the strength of the existing programs by streamlining and honing resources.

The establishment of this International Development Center with designated personnel should be part of university's internationalization strategy that systematically coordinates existing student and faculty international development programs and provides accurate information to the university in order to reach campus internationalization directives. Research shows most U.S. institutions "do not have full-time person to oversee or coordinate internationalization" (Green, et al., 2008, p. x), yet it is a crucial element to campus internationalization. Therefore establishment of the center with designated person will answer this calling. This center would provide easy access to university international programs and activities for all faculty and students. As for the day-to-day function of this center, it will

organize events such as information sessions, create a database and network of faculty with international backgrounds, and utilize the strength and knowledge of these faculty for campus and community services and international program outreach. This center would be a hub that connects the university to the world. To better assess the need for such a center, a survey should be sent out to gauge staff and faculty support the idea of creating a center for internationalization.

Facilitating exchanges to China, or any other countries for that matter, for professional development should be seen as a continual process and not simply a goal to reach. So even while “internationalization has not become standardized through higher education” (Theobald, 2008, p. 212), the creation of international centers and programs, like CCEP, promotes of cross-cultural understanding. These programs are needed to help our students to develop into not just into good American citizens, but responsible and open-minded global citizens who will promote and contribute to world peace.

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APPENDIX

APPENDIX A

Interview Questionnaire

1. How long have you been teaching/working in your current field?
2. Had you traveled/taught overseas before participating CCEP?
3. What motivated you to participate in CCEP?
4. Tell me about your overseas experience at the CCEP host institution?

I'd like to ask you some questions about the impact of your CCEP experience:

A: How did this experience with CCEP affect you on a personal level?

B: How did this experience with CCEP affect your teaching/working?

C: Have you remained in contact with anybody from your host institution?

D: Have you shared your experiences with your colleagues or students?

E: Will you encourage your colleagues and students to participate international activities and programs?

F: Have you initiated any international activities since returning home?

6. What do you think is the faculty's role in campus internationalization?

7. If the opportunity arose, would you participate in CCEP again? Do you have any future plans for studying/teaching overseas in the future?